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ABSTRACT

Books, papers, and articles which were available from December, 1971 to February, 1972, are listed in this bibliography. Entries are arranged alphabetically by author under the following subjects: History of Education, Laws and Legislation, General Information on Education, Social and Educational Sciences, Teacher's Profession, Schools and Institutions (by type or level), and Educational Statistics. An index to authors and editors is included. The English translation follows each Polish title and an abstract of each document adds to the usefulness of the bibliography. (A related document is ED 069 596.) (JMB)

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time December 1971 to February 1972.

I. HISTORY OF EDUCATION

1. ARASZKIEWICZ, FELIKS: **Geneza ustaw z roku 1932 o szkolnictwie państwowym i prywatnym.** (The Origin of Legal Acts from the Year 1932 Concerning the State and the Private Schools). *Przegląd Historyczno-Oświatowy* 1971, No. 5, pp. 549–586.

   The author discusses the legal foundations of school and out-of-school education in Poland in the years 1918–1931. Consideration is given both to the beginnings of schools legislation and to its full development after the year 1926. Special stress is laid on the activities carried out by J. Jędrzejewicz who was responsible for school legislation in the times of the sanation government lead by J. Piłsudski. The author discusses in detail the ideological education and political criteria for the recruitment of candidates for studies, the principles of which were formulated in the Act dated March 11, 1932. Much attention is paid to the role and consequences of the Act as well as to the attitudes of various political parties existing in the prewar Poland toward its decisions.

2. BARTNICKA, HALINA: **Polskie szkolnictwo artystyczne na przełomie XVIII i XIX wieku.** (The Polish Artistic Schooling at the Turn of the 18th and 19th Century). Zakład Narodowy im. Ossolińskich, Wrocław 1971, 280 pp. Sod. Sum.

   The publication based mainly on unpublished documentary evidence presents the process of forming the Polish artistic schooling in the light of the state educational policy from the times of King Stanislaus's reign until the November Uprising. Schools of drama and music as well as schools conducted by individual artists have not been taken into consideration. The author concentrates her attention on the organization of the School of Fine Arts in the second half of the 18th century and on the activities of various Colleges of Fine Arts up to 1831. Successive chapters are devoted to the following problems: 1) beginning of artistic schooling in Poland against the background of Europe, 2) artistic schooling in the times of the Commission for National Education, 3) the Department for

Fine Arts and some problems of the section of fine arts and architecture at the University of Wilno, 4) the University of Warsaw (architecture and fine arts) and 5) the Academy of Fine Arts in Cracow in the years 1818–1833.

3. JAKUBOWSKI, JÓZEF: **Koncepcje pierwszej reformy szkolnej w Polsce Ludowej 1944–45.** (Conceptions of the First School Reform in the Polish People's Republic in the Years 1944–45). *Rozprawy z Dziejów Oświaty*, Vol. 14: 1971, pp. 177–205.

In the present article the author discusses various conceptions concerning the organization of schooling in the postwar Poland which were prepared in the times of the Nazi occupation. The discussion pertains to educational programs of the following parties: 1) the Polish government in exile 2) the State National Council, 3) the teachers' emigration group staying in the Soviet Union and 4) various groups participating in the State National Council, i.e. the Workers' Party of the Polish Socialists, the Polish Workers' Party, etc. Then the author analyzes the state of schooling at the moment of liberation and the process of organizational changes introduced to the primary and secondary schooling. Various conceptions of the reform are also discussed alongside with the attitude of the government toward various proposals. In the final part of the article the author gives consideration to the following problems: 1) attitudes of the Polish Teachers' Union toward the draft of the reform prepared by the Ministry, 2) the attitude of various political parties toward the draft, 3) the attitude of the Church and of lay catholic groups toward the draft and 4) practising teachers' attitudes toward the draft.

4. MIKOŁAJTIS, JÓZEF and MIKOŁAJTIS, ZIEMOWIT and WÓJCICKI, JÓZEF (ed.) **Jubileusz 50-lecia Liceum im. R. Traugutta w Częstochowie.** (The 50th Anniversary of the General Secondary School of R. Traugutt in Częstochowa). Towarzystwo Literackie im. Adama Mickiewicza, Częstochowa 1971, 152 pp.

The book constitutes a collection of articles by various authors published on the 50th anniversary of establishing

the Secondary School of R. Traugutt in Częstochowa. The publication contains ample data illustrating the life and achievements of the school i.e. letters by the representatives of educational authorities, the list of successive headmasters, memoirs of the teachers and their pupils discussing both the general course of the school's life and some special events in its history (e.g. the establishment of a self made extension of the school outside Częstochowa as the first Polish experiment in the organization of field instruction presented by J. Mikołajtis in the article entitled „Olsztyn Settlement of the Secondary School of R. Traugutt"). In the final part of the book the authors present statistical tables demonstrating the number of certificates issued by the school, the present list of pupils and the list of candidates for school in the year 1971/72. The book includes numerous photographs illustrating various stages in the history of the school.

II. LAWS AND LEGISLATION

5. NOWAK, MARTA: **Podstawy prawne kształcenia kadry naukowej.** (The Legal Foundations of Training Research Workers). *Nauka Polska* 1971, No. 4, pp. 164–167.

On the basis of legal acts published in Dziennik Urzędowy and Monitor Polski the author analyzes the legal foundations of training research workers. Special attention is given to the rights and duties of candidates for the what are called doctoral studies. The following problems are discussed: 1) recruitment for doctoral studies, 2) rules and regulations pertaining to the organization of studies, 3) curriculum for studies, and 4) financial aid given to the candidates. In the second part of the article doctor's dissertations prepared in the course of regularly exercised professional work are discussed. In the final part the author analyzes the type and the number of courses organized abroad and the number of persons to which this kind of training is granted as well as some problems of the preparation period for the post of the university teacher.

6. **Uchwała** z dnia 30 lipca 1970 r. w sprawie kierowania pracowników na studia doktoranckie dla pracujących oraz ulg i świadczeń przysługujących tym pracownikom. (The Act dated July 30, 1970 Concerning Doctoral Studies for the Employees of State Institutions and the Rights of the Participants). *Monitor Polski* 1971, No. 45, item 287.

The principles of directing employees to in-service doctoral studies are presented in the Act dated March 31, 1965. The March Act precises which institutions are allowed to appoint their employees as candidates for doctoral studies and what the requirements are concerning the employees' qualifications. The present Act lists the duties of the employing institution pertaining to ensuring the employee adequate conditions for research activity, e.g.: 1) diminishing the professional load at least by 14 hours monthly, 2) providing necessary equipment for research work connected with the subject of the dissertation as the dissertation should deal with problems vital for the institution, 3) enabling the scientific leader of the dissertation to get acquainted with the conditions for research work in a given institution, 4) financial aid of 1000 zł per month during one year plus the regular salary, 5) additional paid leave of 28 days for the required examinations and 6) adequate financial aid if the research center is located in another town. The employee, on the other hand, should be obliged to work for at least three years in the institution which directed him to doctoral studies, starting from the day of obtaining a doctoral degree.

7. **Zarządzenie** Ministra Oświaty i Szkolnictwa Wyższego z dn. 9 lipca 1971 r. w sprawie instrukcji organizacyjno-programowej ośmioklasowej szkoły podstawowej specjalnej dla umysłowo upośledzonych w stopniu głębszym. (Ordinance by the Minister of Education and Higher Education dated July 9, 1971 Concerning the Organization of the Eight-Year Primary School for Mentally Deficient Children). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1971, No. B-11, item 68.

The Ordinance presents educational objectives to be realized in the course of the primary schooling for mentally deficient children, the organization of instruction and the teaching plan.

8. **Zarządzenie** Ministra Oświaty i Szkolnictwa Wyższego z dn. 6 sierpnia 1971 w sprawie statutu pedagogicznej szkoły technicznej. (Ordinance by the Minister of Education and Higher Education Dated August 6, 1971 Concerning Rules and Regulations for Educational-Vocational Schools). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1971, No. B-11, item 71.

The educational-vocational school is a teacher training institution based on the non-full secondary vocational school and preparing teachers of the profession in non-full secondary vocational schools of various specializations. The instruction lasts four years. Rules and regulations introduced on the force of the Ordinance concern the following aspects: 1) educational objectives, 2) organization of instruction, 3) teaching-learning process, 4) tasks to be realized by the headmaster, Parent-Teacher Association and Educational Board, 5) tasks of the teacher's, 6) tasks and rights of the pupils, 7) boarding-houses to be established by schools of this type and 8) school documentation.

III. GENERAL INFORMATION ON EDUCATION

9. BROMBEREK, BENON: **Problematyka naukowo-badawcza Instytutu Pedagogiki UAM.** (Research Problems Considered at the Institute for Education at the Mickiewicz's University in Poznań). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 141–153.

Institute for Education at the Poznań University was established in 1969 to replace the former Chair of Education. Educational researches which have been carried out since that time pertain to the following subject areas: 1) sociological foundations of educational processes, 2) teacher training, 3) higher education, 4) pedagogical aspects of labor and vocational training, 5) historical reasons for school reforms, especially in the field of agricultural education, 6) adult education, 7) foundations of social and moral education, and 8) psychodidactics of preschool and early school training. Researches carried out before the year 1969 are stated to influence the present activities of

the Institute. Two main trends in the research work have lately been agreed upon 1) the educational system of the socialist school and 2) training teachers for modern schools.

10. CZERNIEWSKI, WIKTOR: **Bibliografia pedagogiki.** Druki samoistne wydane w roku 1969. (Bibliography of Educational Publications. Books Published in the Year 1969). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 477–532.

The introduction to the publication presents the scope of the present bibliography, its structure, sources and a full list of abbreviations. The bibliography itself is divided into the following sections: 1) Educational bibliographies, encyclopaedias, dictionaries and guides, 2) history of education, 3) organization of schooling, 4) economy of education, 5) teacher training, 6) educational authorities, 7) school equipment, 8) school legislation, 9) educational statistics, 10) educational institutions and associations, 11) congresses and sessions, 12) teachers, 13) in-service teacher training, 14) the Polish Teachers' Union, 15) youth, 16) care for children and adolescents, 17) general theory of education, 18) specific theory of education, 19) general theory of instruction, 20) methods of teaching particular subjects.

11. GMYTRASIEWICZ, MICHAŁ and KLUCZYŃSKI, JAN: **Badania nad ekonomiką kształcenia w Polsce.** (Research on the Economy of Training in Poland). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 251–269.

In the recent years a considerable increase in the interest for the economy of education has been noted in the Polish People's Republic. In the year 1967 a special document concerning the coordination of research on the economy of education was prepared by the Head of the Planning Committee at the Council of Ministers, the Head of the Committee for Science and Technology, the President of the Polish Academy of Sciences, the Minister of Education and the Head of the Main Bureau of Statistics. Four directions in the research on the subject have been pointed out: 1) the correlation as between the growth of qualifica-

tions and the economic growth of the country, 2) planning the demand for qualified staff, 3) expenditure on education and the effectiveness of education and 4) the infrastructure of schooling. The authors of the article attempt at an introductory analysis of research results, since the full analysis cannot be completed at present. The application of the conclusions drawn from the research results will considerably increase the effectiveness of expenditure on education.

12. GMYTRASIEWICZ, MICHAŁ and KLUCZYŃSKI, JAN: **Oświata i gospodarka.** (Education and Economy). Książka i Wiedza, Warszawa 1971, 152 pp.

Stressing the fact that the Polish schooling embraces 28 percent of the population (10 millions) and that the expenditure on education forms 6 percent of the gross national income (38 billions zlotys) the authors attempt to: 1) find a model of the most satisfactory distribution of expenditure, 2) discuss ways of improving the effectiveness of schooling and in consequence to speeding up the socio-economic growth of the country 3) state the possibilities for the most effective cooperation between the national economy and the national system of education. Much place is also devoted to the role of schooling in the Polish People's Republic and to the correlation as between the growth of the country and the growth of its educational system. The book contains a review of research on the subject as well as a discussion of the findings.

13. GORYŃSKI, JULIUSZ and KUDELSKA-ŁASZEK, TERESA: **Uwagi o infrastrukturze szkolnictwa.** (Some Remarks on the Infrastructure of Schools). *Nowa Szkoła* 1971, No. 11, pp. 11–14.

The article is a part of a publication prepared by the same authors of the Committee of Experts in Education. Consideration is given to the infrastructure of schooling. The authors analyze controversies between the expenditure on education and the fluctuations in curricula, methods and forms of work. A discussion then follows on the conditions for the work of schools in various regions of the country as well as of the planned changes in the infrastructure of schooling. Special attention is given to the establishment

of large objects serving a wide scope of didactic and educational purposes. The authors postulate to work out an over-all design of infrastructure pertaining to all types of educational institutions at all levels which would be based on the prognosis concerning the whole system of education.

14. JACKIEWICZOWA, ELŻBIETA: **W szkole przyszłości.** (In the Future School). *Nowa Szkoła* 1971, No. 11, pp. 14–16.

The article is a part of the publication entitled „The Organization of Life and Work in the Future School" and prepared by the same author for the Committee of Experts in Education. The author postulates to change the present organization of schooling, i.e. the eight-year primary school and the four-year secondary school as, in her opinion, it does not correspond to psycho-physical characteristics of children and adolescents. A new division should take into consideration all the successive stages in the child's development. For such a new model the author suggests a specially worked out educational plan divided into three parts: 1) for children aged 6–7 to 11–12, i.e. for grades I–V, 2) for children aged 11–12 to 15, i.e. for grades V–IX or VI–X and 3) for adolescents aged 15–18, i.e. for grades IX–XII. The plan covers both lesson and non-lesson activities, since the future school will be a whole day school. Further proposals concern teaching methods, size of schools and some educational problems within schools.

15. KOWALSKI, STANISŁAW: **Podstawy prognozy demokratyzacji wykształcenia w warunkach socjalizmu.** (Foundations for Prognosticating the Democratization of Schooling). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 77–94.

The article is based on results of research carried out under the scientific guidance of the author for the last 10 years. Investigations pertained to selection processes in the educational system of the Polish People's Republic. In the present article the author utilizes data obtained at the 4th World Congress of Education, held in Warsaw in September 1969 as well as the reports prepared by

the Committee for Research and Prognosticating „Poland 2000" at the Polish Academy of Sciences. Three main problems are discussed in the publication: a) general socio-economic growth of the country, b) improvement of the educational system and c) changes in the level of aspirations in adolescents and adults. On the basis of those considerations the author discusses the progress in the field of democratization of schooling to be noted in the coming years. Stress is laid on the possibility to centrally plan all the activities aiming at the promotion of secondary education in the rural regions and other activities indispensable for the democratization.

16. **Ocena** syntetyczna dorobku nauk pedagogicznych w okresie 25-lecia PRL i perspektyw ich rozwoju. (A Synthetic Presentation of Achievements of Educational Sciences in the Polish People's Republic. Developmental Perspectives). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 5–12.

The article contains a synthetic presentation of achievements of educational sciences in the Polish People's Republic according to the report on the subject delivered at the session of the Committee for Educational and Psychological Sciences at the Polish Academy of Sciences, April 2, 1970. As the achievements of the Polish educational sciences the Committee listed: the intensive development of educational sciences, considerable number of valuable publications, increase in the number of contacts with other socialist countries as well as with the Western countries, participation in numerous international meetings and congresses, considerable number of translations of Polish publications into other languages and a close contact with the educational practice. The Committee pointed, however, to the lack of researches carried out on a large scale and in consequence to the lack of sufficient budget for research projects. Among other shortcomings in the educational sciences the Committee pointed to the improper recruitment of candidates for research and to the dissatisfactory structure of some of the research designs. It has been postulated to concentrate attention on problems important for the educational policy and for the teaching practice of the Polish

schooling, to increase international contacts in the field of science and to improve the quality of training the young research workers.

17. OKOŃ, WINCENTY (ed.): **System dydaktyczny.** (The System of Instruction). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 267 pp.

The publication includes materials from the session on the Polish system of instruction organized by the Institute of Education in Warsaw, December 18–19, 1970. The leading paper by Professor Okoń deals with the foundations of the system of instruction in the socialist school, educational objectives, curricula, teaching-learning strategies and research carried out on the subject in the Polish research centers. The report by Professor Lech is devoted to the modernization of the teaching-learning system. Research on the construction of textbooks is presented by T. Parnowski. Particular problems connected with the system of instruction are discussed in the articles by E. Fleming, T. Nowacki, H. Muszyński and K. Kruszewski The remaining articles deal with the teaching methodology of various school subjects.

18. OKOŃ, WINCENTY: **Rola oświaty i wychowania we współczesnym świecie.** (The Role of Education in the Modern World). *Kwartalnik Pedagogiczny* 1971, No. 4, pp. 123–134.

The author discusses problems connected with the educational progress, i.e. educational objectives, relationships between educational systems and new achievements in the field of science, the role of the family, school and the employer and the place of mass-media in the educational system. The author points to the fact that the modern education should abolish the antinomy of the man and the citizen, the humanist and the technician, which among other can be achieved through providing proper conditions for the work of schools and other educational institutions, bringing education closer to the modern science, ensuring its influence upon the social and the individual life, providing equal educational opportunity for all, prolonging the period of obligatory education

and improving the quality of instruction. Much consideration is also given to new educational strategies.

19. **Po VI Zjeździe.** (After the 6th Congress). *Głos Nauczycielski* 1971, No. 51, pp. 1–3.

The article presents considerations and conclusions referring to the paper prepared by the Political Bureau and presented by the First Secretary to the Central Committee of the Polish United Workers' Party at the 6th Party Congress. The speech was devoted among others to the problems of education and science. A commission was then appointed at the Congress dealing with this set of problems. In the course of discussion within the commission it has been agreed upon improving the present system of education through a) raising the level of rural schools, b) promoting preschool education and c) raising teachers' qualifications. As to the higher school it has been postulated to a) improve the quality of instruction, b) increase the range of research, c) bring science and in consequence also particular researches closer to the needs of the national economy. Since it has been pointed out that the present educational system requires immediate changes, the Government and the Party appointed a Committee of Experts in Education and commissioned it to prepare a report on the state of education and to present some model solutions. Acts adopted by the 6th Congress present guidelines for the future work of every educational institutions.

20. PODOSKI, KAZIMIERZ: **Wprowadzenie do ekonomiki kształcenia.** (Introduction to the Economy of Education). Państwowe Wydawnictwo Naukowe 1971, 307 pp.

The book contains a review of basic concepts and problems from the field of the economy of education, special stress being laid on research methodology. The following problems are discussed in detail: 1) origin and subject of the economy of education, 2) research carried out in the field, 3) influence of education on the economic growth of the country, 4) educational planning, 5) demand for qualified staff, 6) expenditure on education, 7) effects of

training, 8) investment in the field of schooling and 9) economic and educational aspects of activities on the part of educational administrations.

21. PODOSKI, KAZIMIERZ and PIASECKI, BOHDAN: **Koszty i efekty kształcenia w Polsce.** (Costs and Effects of Schooling in Poland). Państwowe Wydawnictwo Ekonomiczne, Warszawa 1971, 299 pp.

The book contains a synthetic presentation of research on the costs and effects of schooling in the Polish People's Republic. Chapter I deals with the methodology of research on the subject, Chapters II and III include research results concerning various types of schools (primary, non-full secondary agricultural and building schools, special, general secondary, full secondary vocational, medical colleges, teacher training colleges, vocational courses, vocational advisory centers, orphanages, etc). In the final chapter the authors draw a comparison as between the results of various regions pointing to the environmental differentiation which has been noted in voivodships under examination.

22. RADOMSKI, STEFAN: **Oświata i szkolnictwo wyższe w roku 1969/70.** (Education and Higher Education in the Year 1969–1970). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 341–357.

In the year 1969–1970 further efforts were made to improve the quality of instruction in all the educational institutions of the country. First of all stress was laid on adjusting the network of primary schools to the changing demographic structure of the Polish People's Republic. Activities were also continued to promote post-primary education, improve teaching methods in schools of various types and levels and to bring the educational system closer to the needs of the national economy. The author of the article presents basic data pertaining to primary and secondary schooling as, for instance, the number of schools, pupils, teachers, expenditure on education, school buildings, school experiments, etc. Data of the same type are also provided concerning vocational schooling, adult education and out-of-school education. Then a discus-

sion on the higher schools follows, stress being laid on the changes in the structure of training and improvement in the vocational preorientation of candidates for studies. Numbers of students at various departments are provided as well as information concerning activities carried out by social and cultural institutions and organizations.

23. SZANIAWSKI, IGNACY: **Zawód i praca między diagnozą a prognozą.** (Labor and Profession. Diagnosis and Prognosis). *Ruch Pedagogiczny* 1971, No. 5, pp. 529–553.

Stating the necessity to introduce new teaching contents to curricula of vocational schools the author discusses main theoretical assumptions of educational changes. Emphasis is put on the significance of prognosticating the technological development and the economic growth of the country in order to construct proper curricula which would satisfy the future needs of the national economy. On the other hand the value of reliable diagnosis is stressed without which no valid prognosis can take place. In the first part of the article the author lists procedures indispensable for carrying out educational policy with respect to full and non-full secondary vocational education.

24. SZULC, ALEKSANDER: **Lingwistyczne podstawy programowania języka.** (Linguistic Foundations of Programming Language). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 130 pp.

The author distinguishes several stages in the development of foreign language teaching methodology. According to his division the first stage, called pre-scientific, lasted till the end of the 18th century. The scientific stage is divided into a number of phases at which various conceptions of language teaching prevailed. According to the present-day tendencies in foreign language teaching the author attempts at combining the modern linguistic theory with the practice of language teaching. The following problems are discussed at length; communication processes, coding and decoding, interference and the methodology of research in the field of applied linguistics.

A separate chapter is devoted to historical sources and general conceptions of the programmed instruction, algorithms and programming techniques with respect to language. The final chapter of the book deals with the equipment and the utilization of the language laboratory.

25. WILOCH, TADEUSZ: **Przesłanki i założenia hipotetycznego modelu szkolnictwa w PRL.** (Assumptions for a Hypothetical Model of Schooling in the Polish People's Republic). *Ruch Pedagogiczny* 1971, No. 6, pp. 653–665. ,

The author reports on the research initiated by the Section for the Organization of Schooling at the Institute for Education. Investigations concern the model of schooling which might be introduced in Poland in the course of the coming ten years and are connected with the activities carried out by the Committee of Experts in Education. The author points to the main problem of the Polish educational system, i.e. to the promotion of secondary schooling. Other postulates pertain to the following aspects: 1) maintaining the eight-year primary school for children aged 6–14, 2) establishing the obligatory four-year secondary school, divided into two cycles, i.e. the general cycle and the differentiated vocational or general cycle. Division of pupils into cycles at the second stage of the secondary school would be based on educational attainment. Much attention is also given to the preparation for permanent education in the higher schools and other educational institutions as well as for individual forms of instruction.

26. **Wytyczne** KC PZPR na VI Zjazd Partii. Kształcenie i wychowanie młodzieży. (Guidelines of the Central Committee of the Polish United Workers' Party for the 6th Party Congress. Education and Upbringing of Youth). *Nowa Szkoła* 1971, No. 11, pp. 1–3.

The article contains an excerpt from the document prepared by the Central Committee which refers to educational problems in the Polish People's Republic. The items of the guidelines pertain to the following problems: 1) tasks of the Party in the field of forming

full participation of the youth in the development of the country (improving the system of education, vocational training, fostering creative initiative on the part of the youth, ensuring responsible posts for young and able workers), 2) the role of youth organizations, 3) the function of school, 4) the level of education, 5) modernization in the work of schools, 6) raising the social prestige of the teacher, 7) raising qualifications of employees in various branches of the national economy, 8) improvements in the model of the educational system, 9) trends in the development of the higher schooling and 10) position of research workers.

27. ZACHAJKIEWICZ, EDWARD: **Lubelski eksperyment oświatowo-pedagogiczny.** (The Lublin Educational Experiment). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 252 pp.

The book deals with the educational experiment initiated in the voivodship of Lublin in the year 1965. The experiment aimed at the modernization of the educational system through implementing the new achievement of pedagogical theory to the practice of school instruction. The first stage of the experiment was completed in 1970 while the second is to be continued until 1975. The book is divided into nine chapters. Chapters I, II and III present the activities of the local educational authorities before the implementation of the experiment. The development of education in the region of Lublin is discussed in detail, special stress being laid on the cooperation of school with the local community, modernization of school equipment, in-service teacher training and the introduction of the what are called model schools popularizing new teaching methods among other educational institutions. Chapters IV–VII deal with the following problems: 1) implementation of the new system of instruction in the course of the experiment, 2) first effects of the implementation and 3) the over-all presentation of the level of instruction in both general and vocational schools after the implementation of the new system. Chapter VIII discusses the organization of the second stage of the experiment and Chapter IX — its significance

for the theory and practice of instruction in the present-day school. The publication includes annexes and an ample bibliography of the subject.

See also: 5, 108.

IV. SOCIAL AND EDUCATIONAL SCIENCES

28. BOROWSKI, LECH: **PGR jako środowisko wychowawcze.** (The State Farm as an Educational Environment). *Wieś Współczesna* 1972, No. 1, pp. 120–125.

The article constitutes a report on the 5th National Seminar in Education held in Kobylniki in 1971 by the Inter-University Association of Educators at the University of M. Copernicus in Toruń and by the Voivodship Association of State Farms in Bydgoszcz. The seminar dealt with the problem of educational environment in the state farm. Four reports were delivered based on research carried out in the voivodship of Bydgoszcz. L. Borowski presented problems of the family as an educational environment. L. Trojek concentrated on the financial aid provided by the family for the child. A. Matuszewski discussed the level of awareness of educational problems in parents employed in state farms. E. Stefanowicz presented data concerning the social and cultural activeness of parents employed in state farms. Conclusions drawn from the session pertained to the fact that the environment of a state farm provides better educational opportunities for the child's development than does an individual farm since 1) financial conditions of the family are better 2) children are not used for work on the farm and 3) the intellectual level of parents is higher and thus the level of aspirations constantly increases.

29. BOŻKOWA, KRYSTYNA and KRZYSZTOFOWICZ, IRENA and SZTACHELSKA, IRENA: **Wychowanie w rodzinie a instytucje opieki nad małym dzieckiem.** (Education in the Family and Educational Institutions Providing Care for Young Children). *Kwartalnik Pedagogiczny* 1971, No. 4, pp. 179–186.

The article presents new problems of care for the young children resulting from the changes in the structure of the society, from the professional work of women and from the change in the model of the family. Research results presented by the authors reveal that the most proper psychometric development has been stated in children who were brought up only by the family. It is, however, impossible in the present social structure to promote this type of upbringing, since in most of the cases both parents work professionally. A number of state institutions as, for instance, nursery schools or kindergartens have been established in order to provide aid to the working parents. In the course of discussion on various shortcomings in the children's intellectual development measures have been undertaken to improve the conditions within all the educational institutions responsible for children in the preschool age. What proved to be the most important was the in-service training of the staff. It is necessary to satisfy children's emotional needs, to prepare proper timetables for the children and to change divisions into age groups. In the final part of the article the authors discuss various problems connected with the proper organization of care for the young children.

30. CZAPÓW, CZESŁAW: **Wychowanie dziecka w rodzinie a wpływ grupy rówieśniczej.** (Education in the Family and the Influence of the Group of Peers). *Kwartalnik Pedagogiczny* 1971, No. 4, pp. 161–166.

The author discusses the role and influence exerted on the individual by the group of peers from the point of view of the development of the child's personality and his socialization. Characteristics is provided of both formal and informal groups of peers and types of influence on the child's patterns of behavior are presented according to the kind of group. Much attention is given to the coordination of influence exerted by the family and by the group of peers, special stress being laid on the parents' attitude toward the child's peers. Then the author presents norms of parental behavior ensuring proper social interactions for the child, i.e. a) creating an atmosphere which would make it natural for the child to join only construc-

tive groups and to reject destructive ones, b) diminishing the control over the child with its age, c) revealing trust for the child, and d) organizing child's leisure time so that at least part of the child's social contacts could occur within the range of parents' observation.

31. CZAPÓW, CZESŁAW and JEDLEWSKI, STANISŁAW: **Pedagogika resocjalizacyjna.** (Resocializing Pedagogy). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 536 pp., bibl.

The book is a synthesis of knowledge concerning the resocializing pedagogy. The authors treat this kind of pedagogy as a model for empirical educational science based on well defined axioms and solid theoretical foundations. In chapter 1 a definition is presented of resocializing pedagogy and a discussion follows of its subject, special stress being laid on correlations as between the resocializing and the special pedagogy. Chapter 2 is devoted to methods, problems and theorems of the resocializing pedagogy. Then resocialization is considered as a process activating reeducation. The authors present a praxiological model of resocializing processes, demonstrate methods and techniques used and discuss various institutions dealing with the problem. A review follows of the existing systems in the resocializing pedagogy. An ample bibliography of the subject is also included.

32. KAJA, HENRYK: **Typy trudności wychowawczych u dzieci w różnym wieku.** (Types of Educational Difficulties in Children of Various Age Groups). *Psychologia Wychowawcza* 1971, No. 5, pp. 547–553.

The author reports on research concerning the type of educational difficulties in children of various age groups Research covered 891 children aged 7–16. The first group of children were those directed to the Educational Advisory Center in Bydgoszcz (419), while the second group was formed by pupils of Bydgoszcz primary schools (472). Four main types of difficulties have been distinguished, i.e.: 1) insufficient activeness of the child, 2) the low level of socialization, 3) difficulties in social interactions and 4) neuroses. Research objectives are: a) to state the cor-

relation as between the type of the educational difficulty and the level of school achievement, b) to state the social position of children revealing disturbancies, c) to state the relationship between the type of educational difficulty and the functioning of the nervous system and d) to state the relationship between the type of the difficulty and the type of the family environment. Research carried out by means of psychometric and sociometric methods as well as by means of the evaluation of educational achievement demonstrated that 27.5 percent of school children aged 7–16 reveal partial or global educational difficulties. The most important causes of difficulties were stated to be the following: 1) educational errors of parents, 2) educational errors of teachers, 3) insufficient knowledge of the child, 4) lack of proper remedial measures and 5) didactic errors of school. A detailed analysis of all the data obtained in the course of research is included.

33. KOBLEWSKA, JANINA: **Miejsce kina w czasie wolnym młodzieży szkolnej.** (The Place of the Cinema in the Leisure Time Activities of Pupils). *Przegląd Pedagogiczny* 1971, No. 3, pp. 87–98.

The article presents research carried out in the Institute for Education on the function of watching films in the cinema and on the types of developmental needs it satisfies. Research covered 5000 pupils from two big and two small towns, the age span being 12–18. Research techniques were: questionnaires, observation cards filled in by psychologists, formmasters and physicians and separate observation documents prepared by researchers from the Institute for Education. Investigations aimed at stating factors influencing the frequency of cinema attendance, i.e. age, sex, the structure of the family, the amount of education in parents and the living conditions. One of the most important research objectives was also to state the correlation as between educational achievement and the frequency of cinema attendance, to point out motives for the choice of a given film, days when the frequency of cinema attendance was the highest and wishes elicited by the film. After discussing the above-mentioned problems the author states that presenting interesting films

and discussing them with the children helps to develop not only their aesthetical sensibility but also criticizm and independent thinking. The systematic work of school in this field can help the slow learners to develop a more active attitude toward the film content and in consequence also to the teaching content.

34. KOBLEWSKA, JANINA: **Problemy przejmowania przez młodzież szkolną wzorów osobowych z filmu i telewizji.** (Problems of Children's Adopting Behavioral Patterns Presented on TV and in the Cinema). *Kwartalnik Pedagogiczny* 1971, No. 4, pp. 101–102.

The author discusses the problem of children's adopting behavioral patterns presented on television and in the cinema. Considerations are based on the results of research carried out at the Institute for Education in the years 1966–68. Investigations revealed that adolescents aged 13–18 who were brought up in full families adopt only the patterns of behavior demonstrated by positive heroes, while those brought up in broken homes demonstrate a tendency to follow not only positive, but also negative heroes. Three types of categories are important for approving or rejecting a given hero by the pupil: 1) appearance, 2) personality features and 3) intellectual values. Film heroes who evoke sympathy and liking on the part of the young viewer were stated to be carriers of features approved by the youth. Research revealed that patterns of behavior presented on the screen elicit vivid emotional reactions on the part of the viewers and that TV serials connected by the person of the hero exert more influence than single films watched in the cinema.

35. KOPCZYŃSKI, RYSZARD: **Psychologiczne podłoże aktywności w wychowaniu fizycznym.** (Psychological Foundations of Activeness at Lessons of Physical Training). *Wychowanie Fizyczne i Higiena Szkolna* 1971, No. 10, pp. 9–13.

According to the author, the main objective of lessons in physical training is to provide the children with the possibility to achieve full psychic and motor development. F. Kopczyński analyzes factors influencing the children's

activeness in the course of physical training and discusses various forms of eliciting activeness. The following forms are presented at length: 1) arranging tests to be fullfilled by the children themselves, 2) increasing the number of tests which would help to evaluate pupils regularly, 3) introducing the what are called control games as an attractive form of checking the technique of playing, 4) organizing various types of competitions, 5) rewarding and punishing and 6) encouraging the children to participate in various sport meetings organized by school sport clubs. Emphasis is also laid on the necessity to get pupils used to exercising sport.

36. KRAŚNIEWSKI, JERZY (ed.): **Młodzież i dorośli.** (Youth and Adults). „Iskry", Warszawa 1971, 267 pp.

The publication contains a collection of articles published in the daily „Trybuna Ludu" within the frames of the discussion entitled „We Are All Educators". The controversial statements pertain to vocational education, social maturity and attitude formation. The following problems are also considered by the authors: the situation of adolescents in school, at universities, in the family, at work and in the youth organizations as well as the formation of moral and ideological attitudes.

37. ŁOBOCKI, MIECZYSŁAW: **Zastosowanie socjodramy w wychowaniu.** (The Application of Role-Playing to Education). *Ruch Pedagogiczny* 1971, No. 5, No. 575–588.

The author presents his opinions on the use of role-plying in education on the basis of research carried out on the subject. Investigations took place at fourteen summer camps. The researcher decided to concentrate on one dependent variable only, i.e. on the children's opinion of the possibility to solve conflict situations in the group of peers. Opinions were measured on a five-point scale before and after the role-playing session. In the second part of the article the author analyzes both the advantages and the disadvantages of role-playing in the educational process. The increase in the efficiency of educational processes including role-playing is pointed out as well as

the growing integration of social interactions in the group of children or adolescents. It is, however, stressed that the method of role-playing does not permit to form all the aspects of the pupil's personality and is by no means suitable for all educational situations.

38. MILLER, ROMANA: **Badania wyników wychowania i ich wpływ na intensyfikację pracy wychowawczej.** (Evaluation of Educational Achievement in the Affective Domain and Its Influence Upon the Intensification of Educational Work). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 33–76.

The author presents 7 master's dissertations prepared under her scientific guidance, all of which dealt with the evaluation of educational achievement in the affective domain. All the students preparing their M.A. theses worked in various educational institutions, thus they suggested subjects of dissertations themselves with the end to improve the quality of education at their institutions. In the first part of the article R. Miller discusses the problem of duties as a basis for measurement in this field. Research results are presented pertaining to basic requirements on the part of school and the pupil's attitude toward them. The second part is devoted to the problem of initiative and creativity on the part of the pupil or of a group of pupils as influenced by the type of school requirements. In the third part the author analyzed educational influence of fiction (books, films, TV programs, etc.). In the final statement the author points to the fact that if the educational theory is to serve educational practice all the teachers should be prepared for carrying out educational research on a small scale, since otherwise no visible progress will be noted.

39. MYSŁAKOWSKI, ZYGMUNT: **Pisma wybrane.** (Selected Writings), ed. T. Nowacki, Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 283 pp. bibl.

„Selected Writings" were published in honor of Professor Mysłakowski. The introduction written by S. Baścik presents achievements of Professor Mysłakowski in the field of educational sciences and in the field of research

organization in the city of Cracow. The articles published in the volume were chosen as the most characteristic for the personality of the famous educator. Materials included in „Selected Writings" pertain to the following problems: 1) philosophy of education, 2) social foundations of education, 3) general education, 4) the general theory of instruction, 5) teachers' personality and 5) attitude formation.

40. NOWICKI, GRZEGORZ: **Rozwój wychowania fizycznego w szkołach województwa bydgoskiego 1966–70.** (Physical Education in the Schools in the Region of Bydgoszcz 1966–70). *Wychowanie Fizyczne i Higiena Szkolna* 1971, No. 10, pp. 3–5.

The author presents the realization of tasks resulting from the directives prepared by the Ministry for Education and Higher Education as well as by the General Committee of Physical Culture and Tourism in the schools from the region of Bydgoszcz. The following problems are discussed in detail: 1) the teaching staff, qualifications and in-service training, 2) sport equipment in schools, 3) the organization of activities in physical education, the role of Sport Clubs in schools, introduction of winter sports to the curriculum, 4) the realization of the curriculum for special, what are called, sport classes with the increased number of hours devoted to physical training and 5) activities carried out by school supervisors with respect to physical education.

41. OSTRIHAŃSKA, ZOFIA: **Sprawozdanie z konferencji naukowej poświęconej omówieniu wyników badań nad młodzieżą nie uczącą się i nie pracującą.** (Report on the Conference On Research Concerning Adolescents Staying Outside Work and Learning). *Psychologia Wychowawcza* 1971, No. 5, pp. 650–656.

The article contains a report on the conference devoted to problems of adolescents staying outside work and learning held at the Institute of Legal Sciences at the Polish Academy of Sciences, February 24, 1971. During the conference research was presented carried out by the Section for Criminology of the Polish Academy of Sciences in the year 1968/69 in connection with the Ordinance by the

Council of Minister dated July, 25 1967 introducing the obligatory vocational training for adolescents aged 15–17 staying outside work and learning. Professor Batawicz presented main assumptions of research aiming to state the level of maladjustment in the above mentioned group of adolescents. Z. Ostrihańska presented research results concerning girls. M. Marek discussed personality features hindering school instruction in pupils under examination. Other reports dealt with remedial measures to be undertaken in the highest grades of the primary school and at the two-year obligatory vocational schools.

42. POPIELARSKA, ANIELA and MAZUR, MIECZYSŁAWA: **Próby samobójcze u dzieci w świetle własnych obserwacji.** (Children's Suicides in the Light of Own Observation). *Problemy Rodziny* 1971, No. 4, pp. 39–47.

The article is a report on the research carried out in the Pediatric Clinic of the Warsaw Medical Academy. Investigations pertained to attempts at committing a suicide in children below the age of 15. Research techniques used were interviews with parents and free interviews with the children. Moreover, evaluation of intellectual development was completed by means of psychometric tests. The authors concentrate on two problems: 1) ways of attempting to commit a suicide and 2) immediate causes of suicides. It has been stated that the most common way of attempting to commit a suicide consists in taking a given amount of medicines of various types. Other, less common ways are: gas poisoning, hanging or veins cutting. It has also been noted that the immediate causes for suicidal attempts were usually some insignificant events in the everyday life of the child, e.g. blame by the teacher, bad mark in school, etc. In the course of the research the authors tried to find out how the child arrived at the idea of committing a suicide. An analysis follows of various internal and external factors determining this way of reacting to life difficulties.

43. RODZIEWICZ, EWA: **Z badań nad młodzieżą nie uczącą się i nie pracującą.** (Adolescents Staying Outside Work and Learning). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 191–207.

The author of the article discusses results of the research carried out by the Committee for the Problems of Children and Adolescents in the city of Gdańsk. Research pertained to adolescents aged 14–18 who either did not graduate from the primary school or did not continue the learning staying at the same time outside any professional work. The number of adolescents staying outside work and learning increased with the demographic explosion. The problem was immediately noticed by educators and measures have been undertaken to liquidate the phenomenon. The author distinguishes four groups of difficulties in remedying the existing situation: 1) lack of sufficient information concerning the future careers of pupils dropping primary schools or graduating from them, 2) lack of the sufficient number of places in attractive post-primary schools, 3) shortcomings in the work of vocational advisory centers and 4) lack of the proper influence on the part of the family.

44. SOBAŃSKA, JULIA: **Wychowanie w rodzinie a potrzeby młodzieży.** (Education in the Family and the Needs of Children and Adolescents). *Psychologia Wychowawcza* 1971, No. 5, pp. 561–566.

The article is a report on research carried out on the sample of 226 adolescents, 128 girls and 98 boys aged 13–17 which aimed at stating the correlation as between the adolescents' needs and the possibilities to satisfy these needs in the family. The following research techniques were used: 1) a questionnaire specially designed for the purpose, 2) interview with the child, 3) interview with his parents. In the course of investigations it has been stated that: 1) every eleventh child doubts the love of his parents or is sure they are completely indifferent toward him, 2) every fourth child desires to increase the number of interactions with his parents, 3) every sixth child wants to improve the atmosphere of his family, 4) every twentieth wants to live in a full family again, 5) every fifth child is convinced that in any difficult situation he cannot rely on his parents' help. The author discusses in detail the research results and formulates several postulates

concerning the popularization of educational knowledge among parents.

45. STRZYŻEWSKI, STANISŁAW: **Aktywność motoryczna a rozwój osobniczy i zdatność do pracy umysłowej uczniów.** (Motor Activeness in Pupils and the Individual Development and Ability for Intellectual Work). Państwowe Wydawnictwo Naukowe, Poznań 1971, 94 pp.

The book reports on research concerning the impact of motor activeness on the physical development of girls aged 14–17 as well as on their educational achievement and behavior. The research covered secondary school pupils and was carried out by means of the natural experiment accompanied by observation. Experimental groups were provided with additional physical training lessons (four hours a week). Research results revealed: 1) irregularities in the physical development of adolescents, 2) considerable increase in the motor development of experimental groups, 3) lack of significant differences in the basic characteristics as, for instance, weight, and 4) higher educational achievements in experimental groups. Concluding, the author postulates to increase the number of hours designed for physical training in order to improve the somatic and motor development of adolescents to enable pupils to participate in voluntary motor activities organized by a specialist, to enable all the pupils to participate in organized forms of active leisure in the course of the summer holidays and to promote sport and active leisure in the whole society.

46. SUCHODOLSKI, BOGDAN: **Perspektywy wychowania.** (Perspectives of Education). *Argumenty* 1971, No. 36, pp. 1, 10.

The author defines the educational process as a process of maturation leading to the ability to fulfil definite tasks. Tasks are meant to be requirements set forth by the socialist country toward its citizens. Educational objectives should not only tend to satisfy individual needs but ought to form the ability to notice a variety of values in the surrounding reality as well as the ability to act creatively. What should be considered as the most impor-

tant educational objective is to create a close relationship between the individual and the group of people and to prepare the pupil for the developing civilization through a number of different tasks and activities. Each of these activities should be planned so that it would engage the whole of the pupil's personality. The individual would thus abandon his private inner world in order to get involved in the objective world of the civilization which would then become his own private world.

47. SZYMAŃSKI, MIROSŁAW: **Środowiskowe uwarunkowania selekcji szkolnej.** (Environmental Conditions for School Selection). *Przegląd Pedagogiczny* 1971, No. 3, pp. 117–123.

The article is a report on research concerning the causes of insufficient popularity of postprimary education among adolescents from the rural regions. The most important aspects of research are the following: 1) problems of school selection and problems of learning conditions are given an equal consideration, 2) an attempt is made of an over-all presentation of factors influencing school selection, 3) the new division of the sample is suggested, i.e. grouping according to administrative regions, 4) it is required that the length of field study should exceed two years, 5) various, mutually complementary research techniques are introduced, 6) many-sided analysis of data is provided. The author points to considerable differences in school selection according to the type of environment as well as to the complex character of influences. It is postulated to increase the number of primary schools in the rural regions, provide full control over the school selection, increase the number of postprimary schools, provide sufficient numbers of places in boarding-houses and sufficient financial aid.

48. WEBER, MARIA: **Młodzież a współczesne wzory wychowania.** (Youth and the Modern Educational Patterns). Ludowa Spółdzielnia Wydawnicza, Warszawa 1971, 171 pp.

The publication is the tenth in the series devoted to research on the rural youth. The author presents the

results of research concerning the correlation as between the educational ideal promoted by school, youth organizations and mass media on the one hand, and the actual attitudes of the young generation on the other, as expressed in intention and in the situation of conflict values existing in the environment. The book is divided into six parts dealing with the following problems: research methods, behavioral patterns and the two ideals under examination (the socialist and the catholic one), ideals and desires of adolescents in the light of research data, differences between the four groups of adolescents: a) big town secondary school youth, b) village secondary schools, c) big town vocational schools and c) rural vocational schools as well as the influence of demographic factors on the differentiation of attitudes toward educational ideals. The author points to the difficulty of measuring attitudes on the part of the youth, as verbal declarations cannot always be taken as reliable indicators of actual attitudes.

49. WINCŁAWSKI, WŁODZIMIERZ: **Przemiany środowiska wychowawczego wsi peryferyjnej.** Studium wioski Ciche Górne powiatu nowotarskiego. (Changes in the Educational Environment of Rural Regions on the Example of the Village of Ciche Górne). Zakład Narodowy im. Ossolińskich, Wrocław 1971, 292 pp.

The book has been prepared in the Institute for Philosophy and Sociology at the Polish Academy of Sciences on the basis of research carried out in the years 1966–69. The publication is the first empirical study concerning the rural educational environment. Four main problems have been analyzed by the author. The first pertains to the correlation as between the influence of the local community and the impact of school. Research results revealed conflicts between educational patterns in the family and these promoted by school. The second problem pertains to the correlation as between the type of educational influence and the changes in the social structure of the village. The third problem is connected with the time budget of the child, frequency of school attendance, the child's participation in the group of peers and differences

in these respects between the rural and the urban children. The fourth problem pertains to the assesment of IQ as well as of the motor, emotional and intellectual development of the rural children. Data have been collected by means of observation, questionnaires, interviews, sociometric and psychometric tests, analysis of school documents and archival sources. As the analysis is a case-study of one village in the district of Nowy Targ, the author provided ample materials contributing to the characteristics of the settlement, e.g. historical and dialectal annexes, memoirs by the inhabitants of the village, letters as well as documents preserved by the authorities and pertaining to the social and economic structure of the region.

See also: 83.

V. TEACHER'S PROFESSION

50. CZEKAJOWSKI, RYSZARD: **Kształcenie i doskonalenie pedagogiczne kadry naukowo-dydaktycznej w uczelni technicznej.** (Pre- and In-Service-Training of University Teachers at a Technological University). *Dydaktyka Szkoły Wyższej* 1971, No. 4, pp. 253–264.

The article discusses the structure and organization of pedagogical training for the teaching staff of technological universities. The postulate is advanced to introduce a new type of training. The first stage of the suggested training consists in attending a two-term pedagogical course of 120 hours organized centrally by each higher school. The second stage consists in a decentralized team-training at institutes where participants deal merely with problems specific for a given discipline. The specialized training takes various forms, as, for instance, seminars, consultations, lectures, self-instruction, etc. The third stage provides the highest level of pedagogical knowledge at postgraduate studies in the field of educational sciences with special emphasis on higher school didactics. At the third stage of the training the participants should prepare research work at Educational Sections of various technological universities.

51. DANEK, WINCENTY (ed.): **Przedmioty pedagogiczne w kształceniu nauczycieli.** Dobór kandydatów na studia. (Pedagogical Subjects in Teacher Training. Selection of Candidates for Studies). Wyższa Szkoła Pedagogiczna w Krakowie, Kraków 1971, 154 pp.

The book consists of three parts. Part 1 constitutes a collection of articles on the role of pedagogical subjects in teacher training. J. Kulpa discusses the problems of permanent education. J. Kulpa and S. Szwabowski concentrate on the role of pedagogical studies in raising teachers' professional qualifications. J. Długosz reports on the research concerning the level of pedagogical knowledge in primary school teachers. E. Turska points to the significance of psychology as a subject introduced at extramural teacher training colleges. J. Wilk advances postulates concerning the organization and structure of the section for psychology at the advanced teacher training college and E. Berezowski presents problems connected with the application of teaching machines to the process of instruction and self-instruction. Part 2 includes articles concerning the selection of candidates for studies. J. Jarowiecki discusses changes in the social composition of students at the freshman year of Cracow higher schools in the year 1967–71. J. Bugiel lists factors influencing the choice of studies and M. Guśpiel analyzes the preparation of candidates for studies in the Higher School for Education in Cracow in the year 1968/69. Part 3, written by T. Jarowiecka, discusses problems of tourism in the higher school environment. The final chapter of the publication contains a review of seminars, sessions and meetings devoted to educational problems held in the Cracow higher schools.

52. KOZŁOWSKI, JÓZEF: **Organizacja i kierowanie szkołą.** (Organizing and Managing Schools). *Ruch Pedagogiczny* 1971, No. 6, pp. 666–667.

In the article the author presents assumptions, curriculum and teaching methods for a new subject introduced to the Advanced Teachers' College in Siedlce and designed for school principals and candidates for the post. The new

subject appears in the curriculum for extramural studies as a complementary discipline accompanying the main specialization. The over-all number of hours designed for it amounts to 224 i.e. 89 hours of lectures and 135 hours of classes. It has been aimed at formulating a general program of managing schools so that the future graduates get used to systematic work and to the proper organization of activities, which can positively influence the national level of effectiveness in various fields. The following problems are emphasized by the author: 1) the problem of leadership, 2) foundations of the proper functioning of schools, 3) the cycle of the school's work and 4) principles of effective managing schools. The suggestions presented by the author are new as compared to the traditional programs and methods of training school managers and school administrative staff.

53. KRAWCEWICZ, STANISŁAW: **Kierownik i kierowanie a współpraca i współżycie w zespołach nauczycielskich.** (The Principal and the Style of Leadership and the Cooperation and Coexistence Among Teachers). *Nauczyciel i Wychowanie* 1971, No. 5, pp. 86–108.

The author's considerations are based on the data obtained through a questionnaire circulated among the teachers and on the materials sent to the General Committee of the Polish Teachers' Union in connection with the competition entitled „Cooperation and Coexistence Among Teachers: Reality and Suggestions". The author concentrates on the correlation as between various patterns of behavior and leadership on the part of the principal on the one hand and various types of atmosphere among teachers, on the other. The following aspects of the problem are discussed in detail: 1) general charateristics of the cooperation between the principal and his teachers, 2) a model principal as viewed by the teacher 3) factors hindering the principal's work and 4) styles of leadership on the part of the principal. Concluding the author postulates to work out proper and valid criteria for the selection of people suitable for the post of a principal.

54. MUSZYŃSKI, HELIODOR: **Teoretyczne podstawy systemu wychowawczego uczelni kształcącej nauczycieli.** (Theoretical Foundations of the Educational System for Teacher Training Colleges). *Nauczyciel i Wychowanie* 1971, No. 5, pp. 54–74.

The article deals with the problems of organizing and developing the educational system in the higher school. Special emphasis is laid on the educational system to be realized in teacher training colleges. The following aspects of the problem are discussed in detail: 1) the concept of the educational system and the procedure of its formation, 2) conditions and specific features of the educational work in the higher school, 3) main educational tasks of the higher school, 4) mechanisms underlying the processes of personality formation in the higher school, and 5) tasks and structure of the educational system in the higher school. The author bases his considerations on the assumption that the educational system of the higher school should consciously integrate all the elements which spontaneously occur in the everyday life of each educational institution, and especially those being of primary importance for the process of personality formation.

55. NOWAKOWSKA, IRENA: **Szkoła współczesna w świetle statystyki i opinii nauczycieli.** (The Contemporary School in the Light of Statistical Data and the Teachers' Opinions). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 128 pp.

The book pertains to the secondary schooling, i.e. to general schools and both full and non-full vocational secondary schools. Part 1 presents the development of the secondary education, its perspectives and range, the data being grouped according to the type of school, the region of the country, sex, social origin, and social composition. All the data presented in this part are based on statistical sources (annals of the Main Bureau for Statistics and of the local educational authorities) for the years 1955/1956–1968/1969. Part 2 presents the results of research on the teachers' opinions carried out by means of questionnaires in Warsaw secondary schools. The questionnaire concerned the most important problems of the contemporary education.

56. **Program** doskonalenia i samokształcenia nauczycieli. (Program of In-Service Teacher Training and the Teacher's Self-Instruction). „Nasza Księgarnia", Warszawa 1971, 106 pp.

The introduction to the publication contains the Act by the Central Committee of the Polish Teachers' Union concerning the program of in-service training for teachers and their self-instruction. All the district sections of the Union are obligated to get teachers acquainted with the „Program" and to use it in initiating various types of self-instructional and in-service-training activities organized by the Union. Suggestions included in the „Program" pertain to the following subject areas: selected problems of the marxist philosophy, foundations of sociology, aethical problems, political problems of the contemporary world, main problems of the Polish economy, culture and art, educational policy, foundations of the socialist education, social and psychological conditions for the course of educational processes, modernization of the teaching-learning process, progress in educational sciences and problems connected with the teacher's profession.

57. RATUŚ, BRONISŁAW: **Kształcenie i rozwój kadr oświatowo-kulturalnych na Ziemi Lubuskiej w latach 1945–1965.** (Training Cultural and Social Workers in the Region of Zielona Góra in the Years 1945–1965). Wydawnictwo Uniwersytetu im. Adama Mickiewicza, Poznań 1971, 171 pp.

The publication deals with the process of training teachers, librarians, journalists, actors, musicians and research workers in the region of Zielona Góra in the years 1945–1965. The period under examination has been divided into three subperiods: 1) years 1945–1950, 2) years 1950–1956 and 3) years 1956–1965. The criteria for the division were sought among significant political events which influenced the changes in the profile of the educational policy. Chapter I contains a discussion on the cultural level of the region in the year 1945. Chapter II presents the period of years from 1945 to 1950 and discusses the passage from the spontaneous teacher training to a fully directed system. Chapter III is devoted to the second subperiod, i.e. to the years 1950–1956 and discusses various, newly

established teacher training institutions. Chapter IV covers the period of years 1956–1965 and analyzes the formation of various artistic and literary grups in the region of Zielona Góra, as well as presents characteristics of developmental process in the field of teacher training and research activities. The publication is based on documentary evidence.

58. WOJTYŃSKI, WACŁAW: **O kształceniu nauczycieli szkoły podstawowej w Polsce i na świecie.** (Training Primary School Teachers in Poland and Abroad). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 311 pp.

The author discusses various problems connected with the role of the teacher in the primary school and presents modern trends in the training of primary school teachers in Poland and abroad. The book is divided into six parts. Part 1 contains historical and comparative considerations of the teacher's personality and the teacher's profession. Part 2 includes a discussion of problems connected with training primary school teachers in Poland in the years 1918–1970. Parts 3–5 deal with the same set of problems in socialist, western and developing countries. The final part is devoted to research carried out on the subject and to theoretical considerations on the teacher's prestige, as presented at the Paris Conference in 1966.

See also: 8, 99.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

VI. 1. PRESCHOOL

59. DMOCHOWSKA, MARIA: **Droga dziecka do nauki pisania.** (Teaching Young Children to Write). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 202 pp.

The publication is a report on research concerning regularities in the development of the skill to copy graphic

symbols in the six-year-olds. Investigations have been carried out in order to work out an over-all conception of preschool education preparing young children for tasks included in the curriculum for grade I of the primary school. Experiments pertained to groups of children aged 5.8–6.3 and were conducted by means of various psychometric techniques and subject games. Research results indicated that only 32 percent of graphs have been copied properly. The author presents a complete analysis of difficulties encountered by the children in the process of copying, the hindering factors being divided into three groups: 1) factors connected with the intellectual development of the child, 2) factors connected with the child's socialization and 3) factors connected with the level of motor development in children. It has been pointed out that considerable differences can be noted in the level of analysis and synthesis even in children of the same age group. The author stresses, however, that regularities can be easily detected in the development of children enabling to effectively organize the teaching process and that a full analysis of regularities forms a sufficient basis for the preparation of various sets of compensatory exercises. In the final part of the book the author presents a classification of mistakes in copying according to various developmental factors and suggests a number of techniques useful in the leveling of the children's schoolstart.

60. MOLIERE, STANISŁAWA: **Metodyka wychowania fizycznego w przedszkolu.** (Methods of Physical Training in the Preschool Education). „Sport i Turystyka", Warszawa 1971, 224 pp.

The author discusses the traditional model of physical training in the kindergarten and presents modern tendencies in this field. Further considerations are based on detailed analysis of the child's psychological and physical development. Part 2 deals with basic problems pertaining to organizational and methodological aspects of the training, i.e. conditions and the organization of activities, equipment, hygiene, safety, etc., stress being laid on various forms of motor activities. In the final chapter of the book the author presents sets of exercises designed

for various age groups. Each set is preceded by brief characteristics of the child's level of motor development at a given age.

61. **Na warsztacie przedszkola.** (Kindergartens Discussed). *Głos Nauczycielski*, 1971, No. 50, p. 10.

The Commission for Science and Education established at the Polish Diet on November 26, 1971 discussed the present state of preschool education. The analysis was based on the data obtained in the course of inspections in 28 kindergartens in the voivodships of Łódź and Rzeszów, at meetings with kindergarten teachers in the district of Słupsk as well as on data prepared by all local educational authorities of the Polish voivodships. The analysis revealed that only 24 percent of the children in the preschool age attend kindergartens, since the distribution of kindergartens is irregular thus opening unequal possibilities for attendance. The insufficient range of preschool education in rural regions was demonstrated, as well as bad financial conditions, shortcomings in the availability of medical service, etc. As the present situation requires immediate changes the resolution was adopted to assign all the existing financial means for the improvement of kindergartens and for establishing new ones. It has also been resolved to change a number of acts pertaining to preschool education e.g. the one concerning tuition at the nearest session of the Diet.

62. WILGOCKA-OKOŃ, BARBARA: **O badaniu dojrzałości szkolnej.** (Measuring School Readiness). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 68 pp.

The book contains an introduction, eight parts and an annex including the school readiness test, information cards and the questionnaire for observations of the child's behavior. The first two chapters present a brief account of research carried out on the subject, special stress being laid on investigations started in 1968 at the Institute for Education on the sample of 1072 children from 91 urban and rural districts. Chapter 3 deals with the characteristics of the school readiness test, its structure and administra-

tion. Chapters 4 and 5 are devoted to problems of scoring and diagnosing. Chapter 6 contains a discussion of influences exerted by the environment and of the ways of measuring socialization in 6-year-olds. In the last two chapters the author presents results of research on the correlation as between the school readiness and the degree of fulfilling school tasks. Instructions are also provided with respect to the utilization of school readiness data in the work of the primary school teacher.

VI. 2. PRIMARY

63. FALSKI, MARIAN: **O fundamencie edukacji.** (On the Foundations of Education). *Trybuna Ludu* 1971, No. 249, p. 5.

The author presents his personal opinions on the new draft of the reform of the initial instruction, i.e. instruction in grades I–IV of the primary school. A detailed analysis is provided of the article published in the daily Trybuna Ludu 1971, No. 193 which concerned curriculum changes in the first grades of the primary school. The author states that the changes suggested in the draft prepared by the Ministry for Education and Higher Education pertain to the problems which have been studied and analyzed for a long time especially in the years 1958–1962. Referring to statements by the Head of the Curriculum Department at the Ministry, the author presents his opinions concerning the teaching of mother tongue and mathematics in the lower grades of the primary schools. M. Falski approves of the changes in the math curriculum, although in his opinion no unverified suggestions should be included in the final form of the document. At the end of the article M. Falski postulates to reorganize the network of primary schools in the Polish People's Republic.

64. GÓRECKA, ALICJA: **Wpływ środowiska rodzinnego na zapamiętywanie tekstów przez dzieci.** (The Impact of the Family Environment on Remembering Texts by Children). *Psychologia Wychowawcza* 1971, No. 5, pp. 556–561.

The article is a report on the research concerning the impact of the family environment on remembering texts

by pupils in grades III–VIII of the primary school. 50 pupils were examined from each age group 9–15. Measurement of the memory span was carried out by means of a new method worked out by Professor M. Kreutz and adjusted to the primary school level by the author of the article. Investigations aimed at stating the correlation as between various social factors and the memory span, special stress being laid on the amount of education in parents. Data pertaining to the development and functioning of the children's memory revealed evident shortcomings in memorization processes of children whose parents obtained only primary education. Ample statistical data are included in several tables illustrating the author's considerations.

65. HAWLICKI, JÓZEF: **Rozwijanie uzdolnień matematycznych.** (Developing Abilities for Mathematics). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 239 pp.

The author discusses various aspects of solving mathematical problems by pupils in grades I–IV of the primary school. Considerations are based on a didactic experiment organized by the author as well as on ample observational materials drawn from the teaching practice of J. Hawlicki and a number of other teachers of the subject. In the first part of the publication the author analyzes the concept of abilities, the correlation as between knowledge, skills, habits and abilities as well as the source of failures in the learning of mathematics special stress being laid on the role of memory in learning. Then a discussion follows of abilities revealed at the stage of initial instruction. Further chapters present the course and results of a didactic experiment in the field of teaching mathematical operations and solving text problems in grades I–IV of the primary school. A separate chapter is devoted to solving mathematical problems by six-year-olds. In the final part of the book the author discusses average educational achievements in mathematics in the lower grades of the primary school, causes of school failure and advances a number of postulates concerning curricula and textbooks. Didactic principles connected with the teaching of mathematics at the beginners' level are also listed.

66. JAKOWICKI, ZDZISŁAW: **Dojrzałość społeczna i intelektualna dzieci rozpoczynających naukę szkolną.** (Social and Intellectual Development of Children Entering the Primary School). *Ruch Pedagogiczny* 1971, No. 5, pp. 554–565.

The article deals with the social and intellectual development of children entering the primary school, the impact of preschool education on school readiness and the educational achievement of pupils in grade I of the primary school. Considerations are based on research carried out in the years 1967–1969 on the sample of 200 children, i.e. 100 children who attended kindergarten and 100 children who were brought up at home. In each of the two groups 50 boys and 50 girls were examined. The following research techniques have been used: 1) Raven's test, 2) Konopnicki's socialization test, 3) directed permanent observation, 4) analysis of school documents. Research results demonstrated that: a) children who attended institutions of preschool education reveal much higher educational achievement, b) data concerning school readiness obtained at the beginning of grade I are extremely useful for the proper organization of the teaching-learning process in the course of the first year of instruction in the primary school and c) a high correlation can be stated as between the scores on tests and the evaluation done by the teacher.

67. KRZYSZTOSZEK, ZOFIA: **Praca wychowawcza w klasach V–VIII.** (Educational Work in Grades V–VIII). Państwowe Zakłady Wydawnictw Szkolnych 1971, 177 pp.

The book contains practical and instructive materials for teachers and form-masters and deals with the organization of educational work in the higher grades of the primary school. The author discusses the following problems: 1) developmental characteristics of pupils in grades V–VIII, 2) educational tasks of school, 3) contents and organization of educational work in the primary school, 4) assumptions and contents of lessons in civic education, 5) educational work of the form-master and the youth organizations as well as non-lesson and out-of-school activities and 6) planning educational work.

68. KUTZNER, JANINA: **Z prac nad modernizacją wychowania fizycznego w klasach I–IV.** (Modernizing Physical Training in Grades I–IV of the Primary School). *Przegląd Pedagogiczny* 1971, No. 3, pp. 99–104.

The article presents experiments and investigations carried out by the Section for Health Education and the Section for Initial Instruction at the Warsaw Institute for Education. As evident shortcomings in the physical education of young children have been noted, activities were initiated aiming at the rational organization of the physical training in grades I–IV of the primary school. Experiments were carried out in the voivodships of Cracow, Warsaw and Gdańsk on the sample of 3500 children. The main research problems were: 1) to state whether it is advisable to separate physical training from the global instruction in grades I–IV and thus employ a specialized teacher, 2) to state whether the physical training should be taught in coeducational groups or not and if not, in which grades and c) to find methods of increasing the children's interest in physical training and their activeness at lessons. At present a discussion takes place among the Polish specialists in initial instruction and in the coming months the expermient will be implemented in a greater number of schools in various voivodships.

69. KWAK, ANNA: **Postawy rodzicielskie a przystosowanie dzieci do warunków w pierwszej i drugiej klasie szkoły podstawowej.** (Parental Attitudes and the Children's Adjustment to the Learning Conditions in Grades I and II of the Primary School). *Zagadnienia Wychowawcze w Aspekcie Zdrowia Psychicznego* 1971, No. 1/2, pp. 21–32.

The impact of parental attitudes on the adjustment of children to learning conditions in grades I and II of the primary school is analyzed on the basis of the results of research carried out on the sample of 280 pupils. Research techniques used were: D. Markowska's test measuring the child's behavior in school and providing a division into well and badly adjusted pupils, Terman-Binet's intelligence test and the Schaefer and Bell's attitude scale pertaining to the family life. On the basis of the data

obtained the author stated: 1) the level of adjustment in children, 2) parental attitudes, i.e. a) mothers' attitudes, b) fathers' attitudes and 3) the level of the child's development. The age of parents and their amount of education were also taken into consideration. In the final part of the article the author discusses the type of relationship between parental attitudes and the level of adjustment in children.

70. LECH, KONSTANTY: **Przechodzenie od tradycyjnego do nowoczesnego systemu nauczania.** (Passing from the Traditional to the Modern System of Instruction). *Nauczyciel i Wychowanie* 1971, No. 5, pp. 32–38.

On the example of a lesson in the Polish language the author analyzes three possible conceptions of constructing lessons in grades V–VIII of the primary school, i.e. E. Fleming's, J. Galant's and the author's own conceptions. A comparison is drawn as between the three conceptions of problem-solving instruction, which makes it evident that the basic difference lies in the fact that the third lesson places the teaching content at three levels, i.e.: 1) the level of concrete facts, 2) the level of models and 3) the level of conceptual structures. Since the third lesson bases mostly on two higher levels, i.e. on the level of models and on that of conceptual structures, the teacher becomes an organizer of the pupils' activities rather than a lecturer transmitting the ready-prepared knowledge to his pupils. The author stresses, however, that even in this structure of the lesson the teacher does not cease to influence his pupils by his whole personality.

71. MOŁOJEC-WOJCIECHOWSKA, LUDWIKA: **Rozwój umysłowy i społeczny dzieci z różnych środowisk wychowawczych w pierwszym roku nauki szkolnej.** (Intellectual and Social Development of Children in the First Year of School Instruction). *Psychologia Wychowawcza* 1971, No. 5, pp. 537–539.

Research presented in the article aimed at stating the correlation as betwen the level of intellectual and social development of children entering school and their future school career. Investigations carried out in the Warsaw primary schools covered 60 children. The sample was

divided into four groups according to the type of the social environment, i.e.: 1) the family, which considers education to be a planned and a systematic process and realizes this postulate in the process of upbringing, 2) the families exerting no planned educational influence upon the child, 3) the orphanages exerting no planned educational influence and 4) the orphanages exerting planned educational influence. Each group of 15 children was examined in order to state the level of their social and intellectual development as well as the educational achievement in grade one of the primary school. On the basis of research results it has been stated that the level of the social development is more important for the proper educational achievement in the first year of school instruction than the level of the intellectual development. Unsatisfactory educational achievement was first of all ascribed to the improper satisfying of the children's emotional needs.

72. ORYL, MIECZYSŁAW: **Warunki pracy miejskich i wiejskich szkół podstawowych.** (Working Conditions of Urban and Rural Primary Schools). *Wychowanie* 1972, No. 1, pp. 8–11.

Research carried out in the year 1970 by the Department of Education and Culture in Mława aimed at stating the differences between the situation of schooling in urban and rural areas of the country. The author discusses factors influencing the level of knowledge in pupils of eight-year primary schools in the above mentioned district: 1) the amount of education in the teacher, 2) the amount of education in parents and their attitude toward their child's learning, 3) care for children and adolescents, 4) school equipment, 5) developing interests and aid provided for slow learners and 6) introducing elements of educational progress to schools of the district. Materials presented in the article point out to significant differences in the working conditions of schools in urban and rural areas of the district, the rural schools revealing much lower educational level. Ample statistical data are included.

73. POLIŃSKI, JAN: **O wychowaniu obywatelskim w szkole podstawowej.** (Civic Education in the Primary School). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 126 pp.

The book contains a discussion of basic didactic problems pertaining to the civic education in the primary school. In part 1 the author presents his definition of the subject area, a hierarchy of educational objectives as well as the teaching methodology. Part 2 contains a detailed discussion of teaching methods, classroom techniques, types of lessons, forms of homework and ways of teachers' preparation for the lesson. The publication includes a short bibliography of the most useful publications on the subject.

74. PRZETACZNIKOWA, MARIA: **Rozwój i wychowanie dzieci i młodzieży w średnim wieku szkolnym.** (Development and Education of Children in the Middle School Age). „Nasza Księgarnia", Warszawa 1971, 284 pp.

The author distinguishes what she calls a middle school age, i.e. 11–15 and provides justification for the necessity to discuss psychological and educational aspects of this age group separately. The publication is devoted to biological foundations of mental development of children aged 11–15 and especially to the development of their spatial and time orientation. A separate chapter deals with the regularities in the development of memory. Further chapters contain a discussion of the following problems: 1) the development of speech and thinking, 2) emotional sphere, 3) regularities in the socialization processes and 4) the process of personality formation.

75. TYSZKOWA, MARIA: **Zachowanie się dzieci szkolnych wobec trudności i niepowodzeń w rozwiązywaniu trudnych zadań.** (Behavior of School Children Faced by Failure in Solving Difficult Tasks). *Psychologia Wychowawcza* 1971, No. 5, pp. 539–547.

The article constitutes a report on research carried out by the author on the behavior of children aged 9–13 in difficult situations, i.e. when faced by a mathematical

problem they cannot solve. The author attempted to state the influence of failure on the structure of mental processes in children and to classify types of children's reactions: successive attempts, escapes, emotional reactions, etc. Investigations covered 113 pupils, 21 of them attending grade III of the primary school, 29 — grade IV, 29 — grade V and 28 — grade VI. In the course of the experiment the children solved mathematical problems from within the curriculum for a given grade, the indicator of difficulty being above 0.65. Data have been collected by means of observation and free interviews with the children. Papers with the solutions of the problems or with operations aiming at the solution were also carefully examined. As to reaction to failure, resignation was noted in 28.4 percent pupils of grade III, 13.8 percent pupils of grade IV, 20.1 percent pupils of grade V and 12.9 pupils of grade VI. Repeated attempts at the solution were most scarce in the youngest group of children. A detailed discussion follows of changes in the structure of mental operations in the situation of failure.

See also: 124.

VI. 3. SECONDARY

76. KAPUŚCIŃSKI, ROMAN: **Badania wyników nauczania chemii w klasach I, II, III liceów ogólnokształcących województwa szczecińskiego za pierwszy okres.** (Evaluation of Educational Achievement in Chemistry in Grades I, II and III of General Secondary Schools in the Voivodship at Szczecin). *Chemia w Szkole* 1971, No. 5, pp. 249–259.

The article is a report on the course and results of the evaluation of educational achievement in chemistry. Evaluation was carried out in nine secondary schools of Szczecin voivodship by means of two alternative versions of an achievement test. The authors attempted to find out whether pupils are able to apply the theoretical knowledge obtained at lessons to practical situations as well as to state the degree of understanding concepts, laws and theorems included in the curriculum for a given grade. Teaching contents covered by the tests are analyzed in

detail as well as the construction of research instruments. In the final part of the article R. Kapuściński presents research results according to levels and according to schools. Concluding, the author points to the inadequate ability to apply theoretical information to practice and postulates to introduce more practical classes of a laboratory type.

77. KOMOROWSKA-PISKOROWSKA, HANNA: **O roli gramatyki w nauczaniu języków obcych.** (The Role of Grammar in Foreign Language Teaching). *Języki Obce w Szkole* 1971, No. 5, pp. 267–273.

The author presents a review of past and present approaches to the role of grammatical explanations in the teaching of foreign languages. In the first part of the article the negative role of grammar is discussed in connection with the grammar-translation method of language teaching. In the second part the author concentrates on modern tendencies within the audial-oral approach to language acquisition. Both of the existing versions of the audial-oral method are analyzed, i.e. the habit formation and the cognitive code learning theory. Then a discussion follows of psychological foundations of language learning. Special stress is laid on the effectiveness of habit formation through conscious thinking processes leading to full automation of response on the part of the learner. A review of research on the problem carried out in Poland and abroad is also presented.

78. KWIECIŃSKI, ZBIGNIEW: **Selekcje szkolne w warunkach upowszechniania szkolnictwa ponadpodstawowego.** (School Selection in the Light of the Popularization of Post-Primary Education). *Nauczyciel i Wychowanie* 1971, No. 5 pp. 15–31.

The author reports on research carried out on the sample of 486 grade VIII pupils in primary schools located in both urban and rural regions. Research aimed at stating: 1) the level of knowledge in pupils of grade VIII, 2) the type of decision concerning their post-primary education, 3) the realization of the decision, i.e. careers of primary

school graduates and 4) the social characteristics of pupils under examination. Research results revealed that: a) there is an evident correlation as between the level of knowledge and the sociological characteristics of the pupil, b) there is a correlation as between the selection of a given type of the post-primary school and the sociological characteristics, c) there is a correlation as between the level of knowlege and the type of the post-primary school chosen by the pupil, d) decisions in question reflect the process of social selection which is increased by the socially conditioned development of the child, its achievement, possibilities to continue school learning and living conditions. Ample statistical data are also included.

79. NAWROCZYŃSKI, BOGDAN: **Plan ankiety „Nowej Szkoły".** (Results of the Questionnaire for Nowa Szkoła). *Nowa Szkoła* 1971, No. 12, pp. 23–25.

The author presents the results of a questionnaire circulated by the editorial staff of „Nowa Szkoła" which pertained to the differentiation in the course and curriculum of the general secondary school. Out of 34 respondents only two were strongly against the differentiation and for the fully uniform four-year general secondary school. The rest of the respondents supported the idea of differentiation, although they differed in the types of the solutions suggested. The solutions have thus been divided into three groups: 1) the first group supporting the idea of seminar-type classes in a selected subject starting from the very beginning of the secondary school, 2) the second group supporting the differentiation starting from grade II or III which would consist in introducing the following channels: a) mathematics and physics, b) economy and biology and c) humanities, 3) the third group supporting the same kind of differentiation but from the very beginning of the secondary school. Some suggestions were also advanced as to the establishment of schools for the gifted pupils. The results of the questionnaire prove that the uniform general secondary school for pupils aged 15–19 is no longer satisfactory.

80. PALKA, STANISŁAW: **Czynniki utrudniające prawidłowy odbiór wiadomości w szkole średniej.** (Factors Hindering the Proper Assimilation of Teaching Content in the Secondary School). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 155-171.

The article is a report on the research concerning factors hindering the proper assimilation of the teaching content in the secondary school. At the first stage of the research 560 students from three Cracow higher schools were examined by means of an attitude scale and a student's questionnaire in order to collect their opinions pertaining to the teaching-learning process in the secondary school. Questionnaires were also circulated among 58 secondary school teachers. The second stage of the research consisted in empirical investigations carried out in various secondary schools on the organization of the didactic-educational process. Research results prove that most of the factors hindering the proper assimilation of the teaching content can be detected within mathematics and science. Must of the shortcomings were ascribed to teachers e.g. inadequate qualifications, improper preparation for the lesson, negatives attitude toward the pupils, etc. Factors independent of teachers and pupils were stated to be insignificant. At the end of a detailed analysis of the problem the author postulates to increase the number of in-service-training courses for teachers and to improve the quality of instruction at teacher training colleges.

81. RERUTKIEWICZ, JÓZEF: **Korelacja między postępami ucznia w nauce a jego zachowaniem się.** (Correlations as Between the Pupil's Educational Achievement and His Behavior). *Ruch Pedagogiczny* 1971, No. 6, pp. 696–702.

The publication is based on data pertaining to the Polish school before the last reform. Research covered all the pupils from grade V–XI in a small town. Evaluation of the pupils' behavior was not based on marks given by the teachers but on the researcher's own observation. Patterns of behavior were classified dychotomically as good or bad on the basis of the following criteria: moral principles, national customs and customs specific for the region in question. On the basis of statistical data the

author states the high correlation as between educational achievement and the pupils' behavior and formulates a number of practical conclusions for the teachers.

82. ROGOWSKA, MARIA: **Z problematyki kształcenia dziewcząt.** (Education for Girls). *Wieś Współczesna* 1972, No. 1, pp. 130–136.

The author discusses the amount of education in girls from the voivodship of Opole in the years 1950–1970. Attention is paid mostly to girls coming from the rural regions. Analysis is carried out on the basis of statistical data obtained through the national registration of citizens, demographc annals, bulletins, school statistics and by means of a questionnaire prepared and administrated by the author. The questionnaire was circulated in 1968 among 234 graduates of eight-year primary schools, girls forming 49 percent of the sample. The author points to the following problems: 1) in consequence of a new model of the industrialized village about 70 percent of adolescents start work in non-agricultural professions, 2) vocational secondary schools are attended mostly by boys, 3) girls form 58 percent of adolescents employed in agricultural professions and their possibilities to learn in postprimary schools are relatively small, 4) the percentage of women in agriculture is the highest in the voivodship of Opole, thus an urgent need can be noted to ensure proper preparation of girls for this type of profession, 5) the number of trade and agricultural schools in the rural areas should be considerably increased, 6) the number of non-full secondary vocational schools for girls in the rural regions should be increased and 7) girls should be prepared for cultural and social work in the country.

83. SZEWCZYK, EMIL: **Drugoroczność w szkole jako droga do zagrożenia moralnego młodzieży.** (The Non-Promotion Phenomenon as a Way to the Lowering of Moral Standards in Adolescents). *Ruch Pedagogiczny* 1971, No. 5, pp. 566–574.

The author based his considerations on statistical data pertaining to the delinquency of adolescents registered

by the militia. Materials are analyzed from the point of view of the non-promotion phenomenon. Research on the subject was carried out in four schools in the city of Cracow in the years 1965–1968. The sample was formed by 200 non-promoted pupils and 200 pupils with satisfactory educational achievement. The non-promoted pupils were evaluated lower in the field of behavior and considerable decrease in their moral standards was stated at the second year of their learning in the same grade. The problem is then analyzed on the basis of data obtained by the Section for the Theory of Education at the Higher School for Education in Cracow. The author states that school failure is a consequence of educational difficulties and behavioral troubles. In the final part of the article the author discusses some measures to be undertaken against non-promotion on the one hand and demoralization, on the other.

See also: 4, 27, 91.

VI. 4. VOCATIONAL

84. ADAMSKI, WŁADYSŁAW: **Postawy młodych rolników wobec wykształcenia rolniczego i zmian ustrojowych.** (Attitudes of the Young Farmers Toward Agricultural Education and Toward Changes in the Socio-Economic System of the Country). *Wieś Współczesna* 1972, No. 1, pp. 67–75.

The author discusses the attitudes of the young farmers toward agricultural education, toward changes in the socio-economic system of the country and toward the future of agriculture on the basis of research which covered 825 older farmers and 261 young farmers from two districts of Kielce and Wrocław voivodships. In order to prepare a comparative analysis of opinions prevailing in the two generations the questionnaire was used composed of three questions, i.e.: 1) What professional preparation is needed for the young farmer? 2) When can the young farmer expect best effects of his agricultural activities? and 3) What sort of farms will prevail in the future of our country? Research results revealed significant differences between the opinions prevailing in the

older and in the younger generation. The older generation cultivates traditionalistic opinions and in consequence they do not let young farmers work independently on the farm. The young farmers reveal positive attitudes toward the socialist economy and approve of many changes taking place in the rural areas. They speak for the modern farming closely connected with the state and in consequence they highly appreciate agricultural education. Concluding, the author postulates to increase the number of agricultural schools and post-primary agricultural courses as well as to popularize professional press in the country.

85. CZARNECKI, KAZIMIERZ: **Niektóre problemy kształcenia zawodowego młodzieży w opinii nauczycieli szkół zawodowych.** (Some Problems of Vocational Training in the Teachers' Opinion). *Szkoła Zawodowa* 1971, No. 11, pp. 10–11.

The author reports on the research carried out by means of a questionnaire on the sample of 100 teachers of theoretical and vocational subjects in the secondary vocational school. The items of the questionnaire pertain to the teaching of a profession, to the necessary equipment of the school laboratory, to basic problems connected with examinations, teaching methods and curricula as well as to the time budget of the pupil. A synthetic presentation of data obtained in the survey is provided.

86. DŁUŻNIEWSKI, BOHDAN: **Metody aktywizujące w doskonaleniu zawodowym.** (Activating Methods in the Course of In-Service-Training). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 222 pp.

The author concentrates on the problems of methods to be used at courses of the in-service-training type. Emphasis is laid on activating methods, and especially on the what is called case method. Chapter 1 presents the over-all design of the in-service-training and its organization in Poland and abroad alongside with the discussion of needs to be satisfied in this field. Chapter 2 deals with various methods and techniques of raising professional qualifications as well as with the teaching aids indis-

pensable for the process of instruction. A detailed discussion of teaching aids and of the ways to produce them is included in Chapter 3. The final chapter contains an exemplificatory list of 80 elements out of the chosen teaching content in the course of the in-service-training.

87. HORDYŃSKA, HALINA: **Praca zawodowa w oczekiwaniach i opiniach uczennic średniej szkoły zawodowej.** (Professional Work as Viewed by Schoolgirls in Secondary Vocational Schools). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 173–189.

The article is a report on research carried out in the years 1964–1967 in the secondary school for economics in Sopot. Research covered 800 girls and was done by means of anonymous questionnaires, interviews, observation and analysis of school documentation. On the basis of data obtained the author points to evident shortcomings in the preparation of the girls for professional and social activities. The majority of girls do not approve of the professional work for women and do not reveal sufficient understanding of the role of the woman in the contemporary world. Too often the criteria of personal profit appear as well as the general dislike of higher posts resulting from the underestimation of abilities and the fear of decision-making. The author sets forth a number of postulates concerning attitude-formation processes so organized as to obtain a full preparation for professional and social activities.

88. KIERESIŃSKI, ZBIGNIEW: **Wybrane problemy kursowego dokształcania i doskonalenia zawodowego.** (Some Problems of In-Service-Training at Courses). *Szkoła Zawodowa* 1971, No. 9, pp. 14–17.

The author discusses the present state of in-service-training, its function and objectives. Attention is also given to curricula, teaching plans, teaching methods and possible forms of the teaching process considerably differring from school instruction. Courses organized for employees of various professions cover about 40,000 participants yearly. Because of considerable differentiation in the needs of the participants, curricula are often con-

structed by the organizer of the course. The evaluation of effectiveness can thus take place only in the course of the professional work exercised in the institution of employment. The author also concentrates on the problem of the teaching staff at in-service-training courses stating that the teachers have no sufficient educational preparation, although their knowledge of the subject is more than satisfactory. Thus, special educational supervisors should help to maintain high level of instruction.

89. KOŁKOWSKI, LUDWIK: **Nauczanie problemowe w szkole zawodowej.** (Problem-Solving Instruction in the Vocational School). Państwowe Wydawnictwa Szkolnictwa Zawodowego, Warszawa 1971, 234 pp.

The book reports on research concerning the effectiveness of the problem-solving instruction in the vocational school. An experiment has been carried out on a relatively small sample (47 pupils in grade V) and on a large amount of the teaching content from the field of techniques of machine building. The documentation of research covers: 1) syllabus for the course, 2) minute designs of lessons within the frames of the experiment, 3) pupils' works and notes resulting from the observation of the process of instruction, 4) test scores and 5) educational achievement measured at the beginning of the experiment, in the middle of research and at the final stage. A theoretical introduction is provided discussing some theoretical aspects of the problem-solving instruction and presenting examples of experimental lessons at various subjects taught in secondary vocational schools.

90. NOWACKI, TADEUSZ: **Wychowanie młodego robotnika.** (Education of the Young Worker). *Szkoła Zawodowa* 1971, No. 10. pp. 5–7, No. 11, pp. 4–6.

In the first part of the article the author discusses various aspects in the personality of the model worker, special stress being laid on socialization, patriotism and professional activeness. In the second part a discussion follows concerning a model of education through labor in the vocational school. Emphasis is put on eliciting interests in

problems connected with the profession, since otherwise the desired level of knowledge and skills cannot be fully attained. What should also be taken into consideration is the formation of self-control processes in pupils.

91. **Przykłady tekstów programowych.** (Examples of Programmed Texts). A Collective Work. Państwowe Wydawnictwa Szkolnictwa Zawodowego, Warszawa 1971, 225 pp.

The book contains a discussion of problems connected with the programmed instruction written by T. Nowacki. The second part of the publication includes exemplificatory materials, i.e. programmed texts from various subject areas designed for various types of schools. Seven texts are presented illustrating different programming techniques. The texts are designed for the following schools: secondary schools for electrotechnics building, mechanical and chemical schools, postsecondary chemical schools and schools for general education.

92. RESZKE, IRENA: **Przestrzenne rozmieszczenie szkół zawodowych a odpływ uczniów.** (The Location of Vocational Schools and Drop-Outs). *Nowa Szkoła* 1971, No. 12, pp. 40–43.

On the basis of research results obtained by the Section for the Organization of Schooling at the Polish Academy of Sciences in the years 1966–1967 the author discusses the social conditions for drop-outs in the vocational school. Research in question covered 1405 pupils from full and non-full vocational secondary schools and was carried out by means of: 1) the pupil's questionnaire; 2) the questionnaire for those who left school before graduation, 3) interview with the principal and 4) the analysis of school documents. Researchers concentrated on a comparison as between three categories of pupils: a) those who drop school, b) those who change schools and c) those who continue the learning in the same school. Investigations aimed at stating reasons for the drop-out phenomenon as well as for the frequent change of schools. The data demonstrated that the location of vocational schools was the most common cause of both drop-outs and changes. The other factors listed by the author are: mistakes in the

selection of a vocational school, mistakes in the selection of a speciality within school and the what are called indirect factors as, for instance, the number of places in boarding houses or the organization of the recruitment of candidates.

93. SOSNOWSKI, TEOFIL: **Materiały do działalności wychowawczej zakładu pracy.** (Educational Activities of the Employing Institutions). Państwowe Wydawnictwa Szkolnictwa Zawodowego, Warszawa 1971, 239 pp.

The publication deals with the process of forming interpersonal interactions in the course of both informal and intentional education within the employing institution. Much attention is paid to the didactic problems of in-service-training organized by the employing institution and to the organization of vocational schools established by industrial plants. Considerations are also given to cultural and educational activities undertaken within the employing institution. Detailed discussion pertains to the following problems: 1) the concept of education, its types and the idea of permanent education, 2) the employing institution as a social system and its ways to ensure proper educational impact in the course of work, 3) preparation for the participation in the social life, 4) educational aspects of labor, 5) possibilities to change factors influencing the education for the employees, 6) pedagogical aspects of professional adaptation, 7) interinstitutional training 8) vocational schools established at industrial plants and 9) the uniform system of raising professional qualifications and forms of activities in this field.

See also: 27, 82, 90, 118.

VI. 5. HIGHER

94. BUDZISZ, FELIKS: **Efektywność nauczania techniką sytuacyjną w oparciu o teksty techniczne.** (The Effectiveness of the Situational Technique on the Basis of Technological Texts). *Ruch Pedagogiczny* 1971, No. 5, pp. 614–619.

The author discusses the teaching of Russian on the basis of specialized vocational text. In order to ensure full

acquisition of grammatical structures and lexical items the author suggests the what is called situational technique stating that it is especially useful at courses held in a higher school of a technological type. The technique in question stresses the communicative and not only the representative function of the language and thus considerably increases motivation on the part of the learner. The author presents a division of didactic situations designed by the teacher into simple and complex and applies the same division to oral drills. The technique under examination is said to form part of the audial-oral method of language teaching. Its effectiveness for activating and intensifying the process of instruction as well as for ensuring the proper formation of language habits has been proved in the course of an experiment carried out in the Gdańsk Technological University. Research design and the data obtained are discussed in detail.

95. BUTTLER, ANDRZEJ and RAJKIEWICZ, ANTONI: **Gospodarowanie kadrami z wyższym wykształceniem.** (Distribution of Highly Qualified Employees). *Życie Szkoły Wyższej*, 1971, No. 11, pp. 57–67.

The article contains a presentation of research carried out by the Inter-University Department for Research on Higher Education on the distribution of highly qualified employees. Investigations concentrated on the principles of recruiting candidates for studies and on the principles of employing graduates. The following problems were also taken into consideration: the correlation as between the level of qualifications and the economic growth of the country, the most effective utilization of the graduates knowledge and the actual mechanisms of employment functionning in various regions of the country. Additional data pertain to the choice of the employing institution and the realization of national employment plans. The analysis presented in the article is based on questionnaires filled in by 2600 graduates.

96. GRABARCZYK, CZESŁAW: **Współczesne kształcenie inżynierów.** (The Present-Day Training of Engineers). *Życie Szkoły Wyższej*, No. 10, pp. 62–73.

The author presents tasks to be fulfilled by technological universities, i.e. the improvement of the quality of instruction, modernization of curricula, modernization of teaching methods and intensification of training research workers. Emphasis is put on the preparation of young engineers for creative work in the field of technology, thus consideration is also given to the intellectual characteristics of graduates with regard to both knowledge and skills. The analysis is based on the diagnosis of the present-day model of intellectual and professional activity of engineers and on the prognosis of future demands of the national economy.

97. JOPOWICZ, ZOFIA: **Efektywność samokształcenia w studiach zaocznych.** (The Effectiveness of Training at Extramural Studies). *Dydaktyka Szkoły Wyższej* 1971, No. 4, pp. 219–238.

The article presents a synthesis of research on self-instruction extramural departments of the Agricultural University. Complementary research on abilities and logical thinking is also presented. Failure is considered from the point of view of forms and methods of the students work. The main research objective was to state correlation as between the quality of self-instruction and the educational achievement at the freshman year. On the basis of the data obtained in the course of research the author discusses the following questions: the effectiveness of self-instruction in the light of questionnaires and interviews, the motivation for the selection of studies, psychological characteristics of students, the role of lectures and classes, forms of examinations and consultations, evaluation of educational achievement and the role of the textbook. In the final part of the article the author presents a number of conclusions and advances postulates concerning the organization of extramural studies.

98. KRAŚNIEWSKI, JERZY: **Studenckie praktyki robotnicze.** (Workers' Practices for Students). *Studia Pedagogiczne*, Vol. 22: 1971, pp. 303–319.

At the 5th Congress of the Polish United Workers' Party it has been agreed upon that the physical effort forms an

indispensable part of the over-all education of the youth. In consequence obligatory workers' practices have been introduced for all the students at the first three years of studies in the form of four-week periods of regularly paid physical work to be done during the summer vacation. Physical work was placed in the system of didactic-educational work of the university with the end to bring about positive economic effects for the country and social experience for the students. The practices were introduced on the force of the Ordinance by the Minister of Education issued on March 22, 1969. The Ordinance pointed to educational and economic objectives of practices. Thus students' brigades were directed to regularly paid work in various industrial plants and other institutions. As far as the effects of practices are concerned, it was found out that in the first year of their existence the global production thus obtained amounted to 166 millions, i.e. twice as much as the cost of the practices. More detailed analyses will be prepared after several years of careful observations.

99. KWAŚNIEWSKI, JERZY and MACKIEWICZ, TERESA: **Studia dla pracujących.** (Studies for Working Adults). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 274 pp. Rez. Sum.

The publication constitutes a report on research carried out in the years 1966–1968 by the Section for the Organization and Economics of Higher Education at the Inter-University Department for Research on Higher Education. Investigations were carried out by means of a questionnaire circulated among 1120 industrial plants in Poland. In consequence information has been obtained concerning 3658 participants of studies for working adults. The book is divided into three parts. Part 1 contains an analysis of problems connected with the in-service-training of highly qualified staff, i.e. the effectiveness of training, its organization and significance. Part 2 presents the situation of the working adult in his institution. The influence of training on the atmosphere in the institution is discussed as well as the rights and duties of the studying employee. Part 3 includes an analysis of economic consequences of training

from the point of view of the national economy on the one hand, and of individual learners on the other.

100. LENKIEWICZ, WŁADYSŁAW: **Wstydliwość i milczenie naukowców.** (Shyness and Silence on the Part of Research Workers). *Kultura* 1971, No. 35, pp. 1, 8.

The author discusses problems connected with the higher schooling pointing to crisis of the higher school didactics and to the low prestige of the scientist as an independent research worker. The author seeks reasons for the crisis of didactics in the shortcomings of secondary school curricula as well as in the type of education provided by the higher school which does not form skills to work independently. The author postulates to change the type of the teaching-learning process in the higher school so that it would cease to be a continuation of the secondary school instruction and become a full process of studying on the part of the students. In the author's opinion new methods should be introduced, worked out in specially designed departments for education established as interuniversity units. Carefully planned in-service-training of research workers and university teachers in the field of teaching method is also needed. Further considerations are given to the position of research workers at universities. The author states that research workers should engage in research activities preceding the needs of the country and not in those answering the immediate needs of industry. Stress is also laid on the necessity to increase international scientific contacts.

101. LEPIECH, JÓZEF: **Uwagi o funkcjonowaniu ekonomicznych-zaocznych studiów zawodowych.** (Remarks on the Functioning of Extramural Higher Schools for Economy). *Życie Szkoły Wyższej* 1971, No. 11, pp. 99–108.

The article presents data obtained in the survey completed in 1971 at the Methodological Center of Higher Schools for Economy on the sample of graduates from the extramural department of the Higher School for Economy in the years 1969–1970. Investigations aimed at collecting opinions concerning the usefulness of knowledge obtained in the

course of studies in the everyday professional work. Research has been initiated in connection with changes introduced to the curricula and teaching plans of all the higher schools for economy in Poland. Data obtained on the basis of questionnaire are presented in three groups: 1) evaluation of the decision to undertake studies, 2) evaluation of the course of studies organization, quality of instruction, equipment and 3) evaluation of curricula.

102. ŁUBIŃSKI, MIECZYSŁAW and STANISZEWSKI, BOGUMIŁ: **Kształcenie kadr naukowych.** (Training Research Workers). *Kultura 1971*, No. 35, pp. 1, 8.

The authors concentrate on the question whether the present system of training research workers fully satisfies the national demand for rapid and effective training. Special stress is laid on the necessity to speed up the training process. Attempting to provide the answer to the main question the authors discuss the following problems: 1) the length of preparing doctoral and habilitation dissertations, 2) the lack of adequate financial aid for research carried out in connection with preparing dissertations, 3) subjects of dissertations which often do not satisfy the needs of the national economy, 4) shortcomings in the utilization of knowledge obtained by graduates from doctoral studies.

103. MUSIALIK, JÓZEFA (ed.): **Ocena poziomu przygotowania kandydatów na I roku studiów wyższych dla pracujących zaocznych i wieczorowych w 1970 roku.** (Evaluation of the Preparation of Candidates for Higher Schools for Working Adults in the Year 1970). Państwowe Wydawnictwo Naukowe, Kraków 1971, 176 pp.

The book is the ninth of the series concerning the evaluation of knowledge on the part of the candidates for higher schools for working adults. The publication is based on descriptive and statistical reports prepared by various higher schools in Poland and includes a discussion of the following problems: 1) the preparation of candidates for studies in higher schools for working adults in the year 1970, number of places, number of candidates, proportions

of candidates to the number of places according to the types of schools, departments, social origin of candidates and sex, 2) statistics pertaining to the number of candidates who sat for the examinations, to those who passed the entrance examinations and to those who were finally accepted for studies according to sex, social origin, type of school and department as well as comparative analyses for the years 1965–1970, 3) evaluation of the knowledge on the part of the candidates, information on the organization of entrance examinations, experiments in the field of examinations, age of candidates, the role of preparatory courses and results of the questionnaire pertaining to the lack of candidates for vocational studies at the Warsaw Technological Unversity, 4) subjects and topics of entrance examinations at various departments of studies.

104. MUSIALIK, JÓZEFA (ed.): **Ocena poziomu przygotowania młodzieży do szkół wyższych w roku szkolnym 1970/71.** (The Level of Knowledge on the Part of the Candidates for Higher Studies in the Year 1970/71). Państwowe Wydawnictwo Naukowe, Kraków 1971, 328 pp.

The present publication is the fourteenth in the series devoted to the evaluation of knowledge on the part of the candidates for studies. Data are based on statistical and descriptive reports prepared by various departments as well as by secondary school teachers participating in recruitment commissions at universities. Part A contains general remarks concerning the selection of candidates for studies in the year 1970. The author discusses principles of recruitment, examinational experiments, anonymity of examinations, number of places at particular departments as compared with the number of candidates and number of students at the freshman year. Statistical analysis is carried out according to the type of the higher school, type of the secondary school from which the candidates graduated, social origin, sex and the type of subjects at entrance examinations. Part B includes tests administered at entrance examinations and the general evaluation of the level of knowledge on the part of the candidates.

105. NOWACKI, TADEUSZ: **Uwagi o dwu studiach podyplomowych.** (Remarks Concerning Two Post-Graduate Courses). *Dydaktyka Szkoły Wyższej* 1971, No. 4, pp. 239–252.

On the example of two post-graduate courses the author discusses the objective criteria for the selection of candidates as well as the tasks of this type of studies. It is stressed that the tasks of post-graduate studies can be fully realized if all the candidates are graduated from higher schools the curricula of which pertain to the same subject area as that covered on the post-graduate course. In the author's opinion, post-graduate courses should be established in big research centers staffed with highly qualified scientists. Much stress should be laid on curricula and teaching plans as well as on the proper planning of tasks to be realized in the course of studies. The author postulates to introduce small scale research programs allotted to participants as a form of individual work carried out by the students. Consideration is then given to the proper equipment of post-graduate courses.

106. OKOŃ, WINCENTY: **Elementy dydaktyki szkoły wyższej.** (Elements of Higher School Didactics). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 357 pp.

The book presents in a synthetic form the problems connected with the teaching-learning process in the higher school. Chapter I deals with gnoseological foundations of the process of instruction in the higher school. Chapter II discusses the structure and content of instruction in the light of permanent education. Chapters III and IV pertain to educational objectives, i.e. to the desired level of knowledge to be attained by the student and to the type of attitudes to be formed in the course of studies. Chapters V–VIII present various problems connected with the system of instruction, special stress being laid on such forms of instruction as, e.g. lectures, classes, seminars, programmed instruction classes and practice periods. Teaching aids are also discussed at length. Much consideration is given to the evaluation of educational achievement. The publication is devoted to the general theory of higher school instruction. Methodologies for particular disciplines should, in the author's opinion, be prepared separately.

107. ORLIK, JACEK: **Aspiracje studentów warszawskich uczelni i ich niektóre korelaty.** (Aspirations of Warsaw Students and Some of Their Correlates). *Dydaktyka Szkoły Wyższej* 1971, No. 4, pp. 185–202.

The author discusses the level of aspirations in students. Analyses and considerations are based on research results obtained by means of questionnaires circulated among Warsaw students at the freshman year and repeated on the same sample two years later, i.e. at the third year. Considerable changes in the level of aspirations have been noted, the differentiating factors distinguished in the course of the research being sex, social origin, monthly income, the discipline of studies and educational achievement. The data revealed no concretization of aspirations in the course of studies. An analysis follows of four groups of factors: biological, social-demographic, cultural and situational determining the level of aspirations.

108. ROLIŃSKI, ROMUALD: **Problemy rozwoju młodej kadry naukowo-dydaktycznej.** (The Development of Research Cadres). *Życie Szkoły Wyższej* 1971, No. 10, pp. 12–25.

Discussing the problems of training research workers the author concentrates on the following problems: recruitment of candidates for research work, methods of training, living standards of young research workers, their participation in research projects as well as in the social and political life of the higher school. Much consideration is given to the youngest staff, i.e. to the what are called assistant university teachers. In the author's opinion the present criteria for the selection of candidates for these posts are unsatisfactory, as merely educational achievement at the two final years of studies is taken into consideration, no evaluation of abilities for research work being carried out. It is also stressed that financial conditions on the part of potential candidates are of great importance for the selection and points to the negative consequences of the present policy. In the final part of the article the overburdening of research workers with administrative activities is discussed.

109. PRZECISZEWSKI, TADEUSZ and BORZYMOWSKI, JAN: **Przeobrażenia struktury przestrzennej szkolnictwa wyższego.** (Changes in the Spatial Structure of the Higher Schooling). *Nowa Szkoła* 1971, No. 11, pp. 17–21.

On the basis of statistical data the authors discuss changes in the distribution of higher schools in the postwar Poland and present factors influencing the location of schools. Data pertaining to recent years reveal great concentration of research workers in three big centers, i.e. in Warsaw, Cracow and Katowice, which makes deconcentration processes extremely difficult. These processes, however, take place, since in the years 1969–1971 a number of new higher schools were established as well as many extensions and consultation centers. What increased considerably, was the number of teacher training colleges in smaller towns of the country. In the authors' opinion the process of disintegration elicits also some negative phenomena, since many new higher schools are not provided with adequately qualified teaching staff and proper material conditions.

110. SOWA, KAZIMIERZ: **Studenci Katowic i Krakowa.** (Students in Katowice and Cracow). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 180 pp. Rez. Sum.

The author of the book analyzes the influence exerted on the educational processes in students inhabiting big towns by the following factors: 1) the family, 2) the group of students and 3) the life in a big town. Research has been carried out on the sample of 100 students from Cracow and Katowice living with their families. Data have been collected by means of a questionnaire and interview with the students, their parents, leaders of youth organizations, heads of dayclubs, students' clubs, etc. Investigations were started in the year 1966–1967 by the Section for Sociological Research at the Silesian Scientific Institute in Katowice and by the Inter-University Section for Research on Higher Schooling in Warsaw. The book contains a analysis of each of the groups and a comparison as between the two types of environment.

111. WCIÓRKA, BOGNA: **Warszawscy studenci — nasilenie objawów nerwicowych a osiągnięcia w nauce.** (The Students of Warsaw — Increase in the Number of Neurosis Symptoms and the Educational Achievement). *Dydaktyka Szkoły Wyższej* 1971, No. 4, pp. 87–107.

The article is a report on research carried out by the Laboratory of Methods and Sociological Research at the University of Warsaw. Investigations pertained to the correlation as betwen neurosis and educational achievement and were carried out on the sample of 200 students in Warsaw. Neurosis was measured by means of Dr. Bizon's test of 25 items. On the basis of data obtained the author analyzes the problem of neuroses in students from two points of view: 1) neurosis as a cause of dissatisfactory educational achievement and 2) dissatisfactory educational achievement as a cause of neurosis. Research results were stated to fully conform with data obtained by psychologists and psychiatrists in the research on the social pathogenesis of the students' neuroses. The author of the present article points to a number of hypothetical causes of nervous disturbancies in students. Greater susceptibility to neurosis was noted in students of the freshman year, in men rather than in women, in students from outside Warsaw rather than in the inhabitants of the town as well as in students from broken homes rather than in those brought up in full families.

112. WIŚNIEWSKI, WIESŁAW: **Struktura i determinanty syndromu przystosowania do środowiska uczelnianego.** (The Structure and Factors of Adjustment to the University Environment). *Dydaktyka Szkoły Wyższej* 1971, No. 4, pp. 57–85.

The article reports on research concerning the adjustment of Warsaw students to the university environment. Phase 1 of the research project aimed at the analysis of psychological and sociological characteristics of all the students enrolled in the Warsaw higher schools in the year 1965/1966. Phase 2 aimed at stating the durability of factors hindering full adjustment to the university environment. The analysis pertained to three types of adjustment: 1) adjustment to the institution of the univer-

sity, 2) adjustment to the cultural environment, 3) adjustment to living conditions as well as to the number of neurotic symptoms. All the data obtained in the second phase of the research project were then correlated with those collected in the first one, i.e. with sociological characteristics of students and their educational achievement. In the final part of the article the author advances a number of postulates concerning facilitation of students' adjustment to the university environment.

113. WIECZOREK, TADEUSZ: **Struktura budżetu czasu studentów I i II roku WSR.** (The Time-Table of First and Second Year Students at the Advanced Agricultural College). *Studia, Materiały, Informacje* 1971, No. 1, pp. 62–82.

The article is a report on research carried out in the years 1968/1969–1969/1970 on the sample of 471 students from the following departments: agricultural, zootechnological, horticultural and economic-agricultural at the Agricultural University in Warsaw, agricultural and horticultural at the Advanced College of Agriculture in Cracow and agricultural and zootechnological in the Advanced College for Agriculture in Olsztyn. Research results have been obtained by means of observation, questionnaires, analysis of documents and attitude scales. Three groups of activities have been distinguished: 1) work, 2) necessary life activities and 3) leisure time. Research results demonstrate that what takes most of the students' time is work i.e. classes included in the curriculum for studies, individual work connected with studying and activities undertaken to earn money. Leisure time has been defined as the time left after completing all the activities connected with work and with the basic life activities which time can be organized according to the student's own wish. The author concludes that the students under examination are heavily overburdened with intellectual work both at the university and at home and postulates to introduce a number of necessary innovations in the organization of the educational process in the higher school.

114. WIECZOREK, TADEUSZ: **Zajęcia dydaktyczne i metody uczenia się w opinii studentów I i II roku.** (Classes and Methods of Teaching and Learning in the Opinions of Students at the First and Second Year of Studies). *Studia, Materiały, Informacje* 1971, No. 3, pp. 78–91.

The author discusses research carried out in the year 1970 on the sample of 395 students at the first and the second year of studies at the agricultural, economic-agricultural and technological departments of the Agricultural University in Warsaw. All the students under examination filled in a questionnaire of 51 items concerning the systematic character of their work, the rational principles of learning, the organization of work, the effectiveness of classes and lectures, ways of taking notes, their opinions on textbooks, etc. Most of the data obtained by means of the questionnaire were verified through the analysis of documents at the disposal of the dean's office. The following problems are discussed at length: 1) students' opinions concerning lectures, classes and consultation hours, 2) the role of the textbook in the students' opinions and 3) the impact of particular methods of learning on educational achievement.

115. ŻEGZDRYŃ, RYSZARD: **Sytuacja materialna młodzieży studiującej.** (The Financial Situation of Students). *Wiadomości Statystyczne* 1971, No. 9, pp. 22–25.

The author discusses the results of research on the financial and family situation of students carried out in the year 1969/1970 on the sample of 155,900 students i.e. on 78.1 percent of the population of students. The following problems are presented at length: 1) scholarships for students according to their social origin, 2) scholarships for students according to the income per one member of the family, 3) financial aid provided by the family, 4) financial aid according to the home region (urban, rural), 5) earning money in the course of studies, 6) the family situation of students and 7) marriages among students. Research results prove that although financial aid is provided both by the family and by the state, the financial situation of many students is difficult.

116. ZUBRZYCKI, MICHAŁ: **Budżet czasu studentów studiów dziennych.** (Time Budget of Students at Day Studies). *Wiadomości Statystyczne* 1971, No. 8, pp. 4–8.

The article is a report on the research carried out in the year 1969/1970 by the Department of Educational Cultural and Social Statistics at the Main Bureau of Statistics in cooperation with the Inter-University Department for Research on Higher Education. Research concerning the time budget of students at day studies covered 155,932 students, i.e. 78.1 percent of the whole population of students in the Polish People's Republic, and was carried out by means of a questionnaire. The author distinguishes five categories of activities: 1) activities connected with studying, 2) activities connected with the participation in youth organizations, 3) activities connected with earning money, 4) activities connected with sport and entertainment and 5) covering the way to the university. It has been stated that on the average 98 hours a week are devoted to activities from the categories ommited in the questionnaire. Among the categories under examination time for study proved to be on top of the list.

VI. 6. ADULT

117. GRABOWSKI, LEON, JERZY and SOCHA, MARIAN and SUCHY, STANISŁAW: (ed.): **Wiedza i kwalifikacje czynnikami rozwoju gospodarczego, społecznego i kulturalnego kraju.** (Knowledge and Qualifications as Factors of the Economic, Social and Cultural Development of the Country). Wydawnictwo Związkowe CRZZ, Warszawa 1971, 358 pp.

The publication presents achievements of trade unions in the field of raising professional qualifications of employees. The authors discuss tasks and objectives to be realized by trade unions in this respect as well as present the place of the institution of employment in the process of permanent education. The book is divided into four parts. Part 1 deals with various economic and cultural aspects of adult education. Part 2 discusses contents and methods of pre- and in-service training on the basis of theoretical considerations and empirical data. Part 3 pre-

sents social and educational aspects of training and Part 4 lists problems the solution of which is indispensable for the rational organization of adult education.

118. KUSKOWSKA, MARIA: **Uczniowie kursów zawodowych.** (Pupils at Vocational Courses). *Szkoła Zawodowa* 1971, No. 11, pp. 24–28.

The author presents detailed characteristics of participants attending vocational courses for adults. Data are grouped according to sex, age, amount of education, psychometric features and the place of employment. The author discusses various motives for participation in vocational courses, internal and external conditioning of the process of instruction as well as the organization of the educational process.

119. MARCZUK, MIECZYSŁAW: **Osiągnięcia i niedostatki szkolnictwa podstawowego dla pracujących.** (Achievements and Shortcomings in the Primary Education for Working Adults). *Oświata Dorosłych* 1971, No. 10, pp. 577–584.

The author distinguishes four subperiods in the development of primary adult education in the Polish People's Republic. The division covers the following periods: 1945–1950, 1951–1957, 1958–1961 and 1962–1965 differring by the organization of schooling, types of curricula and the range of instruction. A discussion follows concerning the present state of adult education at the primary level. Numbers of schools and graduates, legal foundations of adult education and the role played by various educational institutions and social organizations. Much attention is also given to curriculum construction and to research on the effectiveness of textbooks.

120. PÓŁTURZYCKI, JÓZEF: **Rola, zakres i potrzeby działalności wychowawczej w szkołach dla dorosłych.** (The Role, Scope and Needs of Educational Work in Schools for Working Adults). *Przegląd Pedagogiczny* 1971, No. 3, pp. 29–43.

The author of the article discusses the problems of educational work in schools for working adults. Pointing

to a considerable differentiation in age, profession, environment and abilities of adult learners the author presents a characteristics of educational needs of various groups of learning adults. A discussion follows of curricula and teaching plans for schools of this type on the basis of which J. Półturzycki states that important changes should be introduced to the organization of the teaching-learning process, to the design of compensatory activities and to the over-all educational influence, since otherwise no satisfactory educational effects can be expected. Consideration is also given to non-lesson activites as, for instance, excursions, concerts, discussions, films, etc. The author postulates to integrate the influence exerted by various educational institutions and mass-media stressing, however, that school should take the central place in the whole system of permanent education.

121. WOJCIECHOWSKI, KAZIMIERZ: **Bibliografia oświaty dorosłych w wyborze.** (Selected Bibliography of Adult Education), Coop. M. B. Wojciechowska. Wydawnictwo Związkowe CRZZ, Warszawa 1971, 204 pp.

The present publication constitutes the third edition of the selected bibliography covering the Polish materials on adult education published in the years 1901–1970. The items are grouped according to the following areas: 1) Concept of adult education, its system and history, 2) Society and culture, 3) Psychological aspects of adult education, 4) Education and culture, 5) Didactic aspect of adult education, 6) Leisure, 7) Cultural and social worker, 8) Memoirs and biographies and 9) Educational press. An index of authors is also included.

122. ŻYTKO, MIECZYSŁAW: **Organizacja szkolnictwa średniego dla dorosłych w Polsce Ludowej.** (Organization of Secondary Schools for Adults in the Polish People's Republic). Part 1–2. Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 390, 155 pp.

The publication is divided into two parts. Part 1 contains a collection of legal acts concerning the organization of didactic-educational activities in secondary schools for

adults. The items are grouped according to types and levels of schooling. The legal acts in question determine the organization of schools, examinations, evaluation activities, rules and regulations for learners and for the learners' self-government. Several unpublished documents as well as the index of items are also included. Part 2 deals with the origin and development of various forms of adult education at the postprimary level. The author discusses the function of schools in various historical periods and presents their developmental tendencies against the background of social, economic and cultural needs of the country. Forms and methods of work in correspondence schools are presented as well as the organization of the teaching-learning process in evening schools for adult learners.

See also: 88, 91.

VI. 7. SPECIAL

123. KUŹNIK, MARIA: **Środowisko rodzinne uczniów szkoły specjalnej dla upośledzonych umysłowo.** (The Family Environment of Pupils from the Special School for Mentally Deficient Children). *Ruch Pedagogiczny* 1971, No. 5, pp. 603–610.

The publication constitutes a report on research carried out by the Students' Scientific Educational Club at the University of Łódź. Case study was the main method used in the course of investigations, thus the students could prepare sociological descriptions of the child's situation and work out measures to be undertaken in order to help the child and its family. Research covered pupils from grades II–V of a special school for mentally deficient children located in a small town. The sample embraced 39 children and 36 families, as three families could not be identified. The research technique used was both free and directed interview of the environmental type. Interviews have been arranged by students at the third and fourth year of the Department for Education at the University of Łódź. Investigations were completed in 1970. The article presents detailed data pertaining to the psychological characteristics of the children, their living con-

ditions, conditions for their over-all development, educational atmosphere at home and the attitude on the part of their parents.

124. SŁYSZOWA, STEFANIA: **Badania nad przyspieszeniem rozwoju psychicznego dzieci o niepełnej gotowości do rozpoczęcia nauki szkolnej.** (Research on Speeding Up the Psychic Development of the Child with the Insufficient Level of School Readiness). *Psychologia Wychowawcza* 1971, No. 5, pp. 532–536.

The article constitutes a report on research initiated at the University of Warsaw in the year 1964 and completed in 1967. A discussion follows of the school career of children who revealed insufficient level of school readiness in grade I of the primary school and of methods used in order to remedy the shortcomings in their developmental processes. Methods used in the course of the experiment are divided into two groups: 1) measures undertaken in order to influence both psychic and social development of the children as well as methods of influencing their family environment, and 2) methods of measuring the developmental level and techniques of determining the size of changes in various aspects of their personality. Research covered 497 children, 44 percent of which revealed some shortcomings either in mental or in social development and 6 percent of which proved to be below the norm for the age of seven. Concluding, the author states that methods of speeding up the intellectual development of the children can be fully effective even when the influence of the home environment is considered negative.

See also: 7.

VII. EDUCATIONAL STATISTICS

125. **Szkolnictwo wyższe (dane podstawowe).** (Basic Data Pertaining to the Higher Schooling). Ministerstwo Oświaty i Szkolnictwa Wyższego, Warszawa 1971, 109 pp.

The publication presents basic statistical data pertaining to the following aspects of the higher schooling: the number of university teachers and research workers, the number of students and graduates from day, evening, extramural and postgraduate studies, participants of doctoral studies, doctoral and habilitation scholarships and financial aid provided by the state for students, students' hostels, students' canteens, scholarships, etc. Materials included in the publication are grouped in three sections. Part 1 contains comparative data for the years 1937/1938, 1947/1948, 1965/1966 and 1970/1971. Part 2 presents detailed data pertaining to the year 1970/1971 and part 3 presents the over-all development of higher schooling in the years 1960/1970.

126. **Szkolnictwo ogólnokształcące i zawodowe.** (General and Vocational Schooling). Ministerstwo Oświaty i Szkolnictwa Wyższego, Warszawa 1971, 79 pp.

The present publication contains basic statistical data pertaining to all kinds of primary and secondary schools e.g. number of schools, of classrooms, teachers, pupils living in boarding-houses, etc. The data included in the book are presented in a comparative arrangement and cover the period of years 1965/1966–1970/1971. All the data are drawn from the reports of the Department for Planning and Finance, from the Main Bureau of Statistics and from the own sources at the disposal of the Ministry for Education and Higher Education. The publication presents various indicators characterizing the state of the preschool education, conditions for the work of schools, popularization of the postprimary education as well as data pertaining to the demographic development of the population up to 1980, according to age cohorts. Efficiency of instruction with respect to various types of educational institutions is also discussed in detail.

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Państwowe Zakłady Wydawnictw Szkolnych – State Publishers of School Publications
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